PRACTICAL HOME ECONOMICS

A MAGAZINE FOR HOME ECONOMICS TEACHERS AND BUSINESS WOMEN
Covering Home Economics Education, Domestic Art, Hygiene, Food and Nutrition

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Making the Most of This Issue

THIS month I am going to make the most of the January issue by giving a little forecast of what we have in store for you—January is the time for forecasting for the year, so we may as well take advantage of this opportunity.

1930—and who can say what lies ahead? That it may prove to be for all a year of inspiration, of spiritual and material gain is our hope. To some degree, this depends on each of us and on the way in which we meet and carry on the obligations Life imposes; it depends also on the way in which we make our contacts with our fellow men, and on the spirit in which we work. We know that some of the greatest happiness we can get in life comes through the help we are able to give others, and since this is so, what an opportunity those who work in educational fields have for storing up real happiness! How often the opportunity is realized, or how much it is used, is beside the point at the moment. It is there. Let us resolve to make the most of it.

IN accordance with our aim of making this YOUR magazine, we have planned many things for the coming year that we hope will be of practical value to you in your teaching. Remember that we welcome any criticisms or suggestions that will enable us to make PRACTICAL HOME ECONOMICS fit your needs. We want each issue to be packed with practical, usable information, and while we think we know what you want and can use, it is not always possible to gauge your needs or to get your viewpoint without your help. Let's make another New Year's resolution to keep in closer touch with each other.

WE have been asked so many times to publish more material on the subjects of textiles, elementary sewing, and clothing, that I know you will be especially interested to hear that we have planned a generous number of helpful articles along these lines. Both teachers and students want to know more about the new styles, what they will be and how they will be able to use them. Miss Dimelow's story in this issue, which tells of the new silhouette and suggests appropriate use of it for the high school girl, is the first of a series of four articles by leading style authorities.

Mary Brooks Picken will write for you two articles on the training that the vocational school girl should have to fit her for commercial work as a stylist, designer, etc. Margaret Matson will tell you how you can get the most value for the money you spend for clothing. There will also be a series of several articles containing sewing helps for teachers, especially those in the elementary grades.

HEALTH education is of prime importance, and it is our plan to discuss many phases of this in succeeding issues. The story of the nutrition program that was so successfully worked out in the Bellevue-Yorkville Health Demonstration Center, in New York City in cooperation with the Tuberculosis Committee of the Association for Improving the Condition of the Poor, contains much of value to teachers who may be planning some similar project.

Other articles will follow this, telling of the correlation of home economics and health programs in some of our schools. We are also planning a series of personal hygiene articles that are sure to be of interest to high school girls, as well as to the teachers who have these girls in charge. There seems to be a good opportunity for correlation of home economics and the safety education program that are carried on in so many schools, and we hope to have something interesting along these lines for you very soon.

WE hope you have noticed our frontispieces because generally, we are quite proud of them. This month's is, as you will note, a reproduction of one of the famous paintings in the Metropolitan Museum of Art in New York City. It seems to us that the use of pictures of this type offers an excellent opportunity for correlation of art with home economics. English classes might also make use of student essays written around such pictures emphasizing the home life of the period, and, perhaps, contrasting it with modern home life. Kitchens of today certainly offer a contrast to those of a few hundred years ago.

And speaking of frontispieces, may I say that we would be very glad to have any health, hygiene or nutrition ideas that have been worked out in poster form, and that could be reproduced for publication. Here again is an excellent chance for a tie-up between your art and home economics departments. We are sure that there are many worthwhile posters made in a number of schools, and we are looking forward to seeing some of them.

IN closing, may I say once more that we hope the coming year will bring you each and all increasing success and the happiness that comes from conscientious endeavor.

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DAVID TENIERS THE ELDER, FLEMISH SCHOOL, 1582-1649—*A DUTCH KITCHEN*

Such pictures as these offer an excellent method of correlating art and home economics. For instance, the contrast between this and present-day kitchen equipment and housekeeping methods should prove the basis for much interesting discussion.

(Reproduced by courtesy of the Metropolitan Museum of Art)

Practical Home Economics

A School Project for Improving Nutrition

By Bertha Holman

Nutrition Adviser, Bellevue-Yorkville Health Demonstration and TuberculosisCommitte of A.I.C.P., New York

OFTEN from teachers, nurses, and others interested in educational work come requests for suggestions as to methods of putting on a school health program. Almost always it is necessary to do this with a minimum of personnel and time. Most schools are unable to arrange for the extra salary of a health or nutrition supervisor, or for regular periods from the curriculum. The problem is how to get results without the use of extra funds and with a minimum of time.

A program similar to the one described in the following paragraphs may be of help to interested workers in such schools. This program, adapted to the special needs of the schools selected for the demonstration, proved most successful in two schools in which it was worked out in 1928-29, under the auspices of the Nutrition Service of the Bellevue-Yorkville Health Demonstration and the Tuberculosis Committee of the A.I.C.P. cooperating with the Health Supervisors of the Bellevue-Yorkville Health Demonstration. The objectives of the program were to inculcate in the pupils, (both those in good health and those malnourished, underweight, or with other defects) health habits necessary to maintain or attain optimum health; to secure cooperation of parents to encourage such habits; and to reduce the number of undernourished and underweight children in the schools.

It was believed that enthusiastic cooperation of pupils, teachers, nurse and parents was essential to the success of the plan. Not only did we feel that enthusiasm must be mutual, but that efforts made to secure results would be more successful if made in unison. Mrs. Jones, mother of Jack, Mary, and Jimmie, in the third, fifth, and seventh grades respectively would no doubt be more impressed if all three of her family came home on a certain Tuesday in January with the information that in all their classes they had learned what a good breakfast is, than if Jimmie showed a sudden interest in hot cereal, which Jack and Mary would have none of because in their classes they had not yet learned the value of it.

In selecting the schools in which to try out the program, the following preliminary plan was first submitted to the principals:

Suggested Nutrition Program for Schools in Bellevue-Yorkville District

I. *Questionnaire of Individual Food and Health Habits*

The results would be an indication of what needs to be stressed in health teaching this year.

II. *Cooperation of Teachers*

Teachers might be sent very brief monthly letters asking them all to stress one special subject, as milk, vegetables, or early bed hour, during the month, adapting these subjects to their language, arithmetic, history and other lessons.

Poster and other exhibits would be loaned for corridors or classrooms each month to emphasize the special subject being stressed.

This would result in the same habit being stressed throughout the school at the same time.

III. *Cooperation of Parents*

This might be gained by forming a mothers' club, and having for it a series of cooking parties, either at the school or at the B-Y Health Center. These parties would give the mothers an understanding of food values.

Also, monthly letters could be sent individual mothers asking to have the special foods at home that were being stressed in school.

IV. *Monthly Entertainments in Auditorium*

These would include motion pictures, stereoptican talks, health plays and entertainments.

V. *Cooperation of Nurse*

This would be of use in clearing up defects.

VI. *Room to Room Competition*

This could be made interesting by a "race track" in the auditorium. The flag of the grade making the most progress each week could be advanced.

Progress would be estimated by a system of rating; counting toward the score would be such factors as:

Number of defects corrected.

Improvement in food and health habits.

Improvement in nutrition.

Devices could be planned for the class room to make these improvements more vivid.

THE principals of the schools selected were most enthusiastic, being especially favorably impressed with the fact that all the children, those in good health as well as those undernourished, would benefit from the program. (For various reasons it unfortunately did not prove possible to include all the grades in either school in the program. In one school the first grade was omitted. In the other school the 7th and 8th grades could not be included.) When the plan was put into effect, it was adapted according to the special needs of each school and to the time available.

In both schools after the plan was approved by the principals, the project was explained at a special meeting for teachers, who, with almost no exceptions gave it their enthusiastic cooperation throughout.

Weighing and measuring of all children included in the program were accomplished as early as possible. In one school this was done by the outside workers, with the help of the teachers. In the other school, where the nurses were especially interested, it was done by the nurses and teachers.

The next step in both schools was to fill out the following questionnaire. From a tabulation of answers it was decided what subjects most needed stressing.

Such pictures as these offer an excellent method of correlating art and home economics. For instance, the contrast between this and present-day kitchen equipment and housekeeping methods should prove the basis for much interesting discussion.
(Reproduced by courtesy of the Metropolitan Museum of Art)

Questionnaire For Individual Pupils

Name ———— Grade ———
School ————

1. How long every day do you play outdoors in the sunshine?
2. Do you sleep with your windows open?
3. How many hours do you sleep every night?
4. How many glasses of water do you drink every day?
5. How much milk do you eat or drink every day?
6. Do you drink milk at school?
7. What do you eat for breakfast?
8. How often do you eat potatoes?
9. How often other vegetables?
   a. How many times a week do you eat salad, greens or cabbage?
10. How often do you eat fruit?
11. How many times a day do you eat dark bread or cereal?
12. How often do you eat some crisp food like apples, celery or toast?
13. How long do you sit at table for—
    Breakfast?
    Dinner?
    Supper?
14. When do you eat sweets?
15. Do you drink coffee?
16. Do you drink tea?
17. Do you smile when you eat?
18. How often do you have a bowel movement?
19. Do you wash your hands before each meal?
20. Is there a bathtub in your home?
21. How often do you take a full bath?
22. Have you a toothbrush of your own?
23. How often do you use a toothbrush?
24. Do you bite your fingernails?
25. Do you carry a handkerchief every day?
26. Is your weight right for your age and height?
27. Check the ones below which have defects:
    Teeth
    Tonsils & Adenoids
    Vision

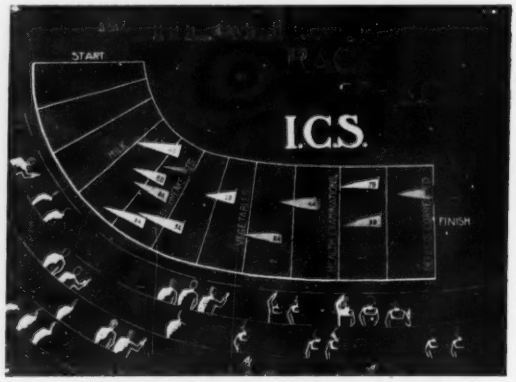
In both schools "Better Breakfasts" proved the logical point at which to begin the Race. Accordingly the pupils were asked to fill out the first space in the breakfast score card. (No hint was given at this time as to what reply was preferable.) As soon as this was done, the "Health Race Track," a device for measuring improvement of each class was explained. The flags, bearing the number of the classes included in the program, were placed on the starting line. The subdivisions on the track, one for each special project in the program, were explained. The first division represented Better Breakfasts recorded by the class.

Breakfast Score Sheet

Name ————————
Grade ————————
School ————————
Date ————————

	Points	Mon.	Tue.	Wed.	Thur.	Fri.
1. Did you eat dark cooked cereal—(as oatmeal)?	20					
Or white cooked cereal—(as farina)?	15					
2. Did you have milk on cereal? ..	30					
3. Did you drink milk, plain or in cocoa?	30					
4. Did you have toast?	20					
Or bread or rolls?	15					
5. Did you drink coffee or tea? (subtract)	15					
Days Total						
Weeks Total						

While this method of registering improvement was perhaps not as accurate as might have been desired, it was obviously desirable to keep interest in the Race Track alive and it was impossible to weigh the children each month. I think that all of us working on the program felt that this method was satisfactory under the circumstances. As one teacher said, "There are still three or four in my class who *do* drink coffee." Furthermore, they said they did.



The Health Race Track.

At the time the Race Track was explained to the pupils, the Health Banner was displayed. This was awarded each month to the class whose flag had been moved along farthest on the track.

As part of the "Better Breakfasts" program, the following letters were sent to each teacher:

To the Teachers of the School

The race is on! The grade making the most progress in health in January will hold the Health Banner in February.

In the questionnaires your pupils filled out *better breakfasts* proved to be the most urgent need.

So in January won't you have your pupils learn as many times and in as many ways as you can what a good breakfast is?

We have given you suggestions that may be used in language, writing and spelling. If the pupils will make "Better Breakfast" posters we will have them displayed in stores in the district the last of January and during February to arouse interest throughout the community.

We are attaching a copy of the letter we are sending parents asking them to help with "Better Breakfasts."

Yours for a prize health record in your grade,

Nutrition Specialist.

As soon as the weighing had been completed, a record of each child's weight, with the number of pounds desirable for the child to attain indicated, was sent home to the parents, to be returned signed. With the weight card was enclosed the following letter:

To ————————Parents:

Every month this year a Health Banner is to be awarded to the grade in ———— which has made the most progress in health.

Won't you help your child's grade to win the banner?

In January all the children are going to eat a good hot breakfast every morning, because that will make them have better health. We are asking you to be sure that ———— has a good breakfast every morning.

A good breakfast would be a cooked cereal—like oatmeal or farina with milk, or toast and cocoa, or both. It is *not good* for your child to have coffee or tea at breakfast or at any other time.

Yours For Better Health,
Nutrition Specialist.

(In one school where the parents were largely of Italian birth, enough letters for these parents were translated into Italian.)

In addition breakfast posters were loaned to the schools, and appropriate

booklets on the subject of grains were made available as readers.

After the first month there was more divergence in carrying out the program in the two schools. In the school where the program had been begun earlier in the year, the second "drive" was on vegetables.

The charming story teller from the Dairymen's League gave an auditorium entertainment delighting the children as well as the teachers with a story cleverly adapted from Jack and the Bean Stalk, which stressed the value of vegetables. Fliers on the need of vegetables and how to cook them were sent home to mothers. Letters were again sent teachers, asking them to stress vegetables in their correlative teaching, and posters on the value of vegetables were supplied.

In the first school, pupils were weighed again in March, and the results tabulated below show that improvement had already begun.

	November	March
No. of children 10% or more Underweight	54	42
No. of children 7% or more Underweight	107	67

When the weight cards were sent home, with them were enclosed letters to the parents of children still underweight.

Early in April the Health Banner was awarded in assembly to the room having made most improvement in underweight. At this assembly as a review of what the children had learned in the monthly "drives," two rats were exhibited, the larger one having had a diet of milk, whole wheat bread and vegetables; and the smaller a diet of coffee, white bread and lollypops.

IN May, at rally for parents, a lecture on "Why Have Physical Defects Corrected" was given by a doctor; also awards which, at an assembly meeting early in June, were to be given children for health examinations and corrections of physical defects, were displayed and explained. To facilitate the correction of dental defects, a dental hygienist was furnished the school through the cooperation of the New York Tuberculosis and Health Association. At the time their teeth were cleaned, children needing further attention were referred to a dentist or dental clinic.

At a final assembly individual awards of buttons and ribbons were made for health examinations and correction of defects. Flags were moved on the Health Race Track, and the Health Banner for 1929 was awarded permanently to the class having made the most improvement during the year in clearing of defects and reduction of underweight. The results of the final weighing in June follow:

	Oct. 28	June, 29
No. Children 7% or more Under Weight.....	109 or 22% of the total number worked with	63 or 13% of
No. Children 10% or more Under Weight.....	59 or 12% of the total number worked with	42 or 9% of

To the teachers of..... let us make this May Day a record health day? We plan to have a presentation of health badges. The awards will be given the children according to their health records; that is:

"A number 1 girls and boys"—those having had a health examination and all defects corrected. They will wear 100% good teeth buttons, a blue badge and a yellow badge.

"Our teeth are O.K."—wear 100% good teeth buttons.

"We are working for 100% good teeth"——wear tooth brush tag.

"We had a health examination"—wear a yellow badge.

"We are having our defects cleared"—wear red badges.

Will you urge the children in your class who have defects to see Mrs..... and make arrangements to have them corrected. Also report to her if they have made such arrangements with their own physician and so get credit for them on Health Day.

Yours for better health always,
NUTRITION SPECIALIST.

In the first month 315 pupils, 45% of the total in the first to the seventh grades, had had health examinations, and 196 (28%) had had all defects corrected. The dental service of the Bellevue-Yorkville Health Demonstration and the Tuberculosis Committee of the A.I.C.P. conducted the drive for the clearing of dental defects. On May Day individual awards of buttons and ribbons were made for health examinations and clearing of physical defects. The health banner was awarded to the class having the best record. To complete the clearing of physical defects the drive was continued through May.

In June the final weighing of pupils determined which class was to have permanent possession of the 1929 Health banner. The announcement and presentation were made by the principal at a meeting in the school yard.

The final results of the program in this school follow:

In 2nd school:	March, 1929	June, 1929
No. children 7% or more under weight.....	149 (21% of total)	132 (18% of total)
No. children 10% or more under weight.....	98 (13.8% of total)	79 (11% of total)

The improvement here is outstanding because it was accomplished in the spring when children normally make little gain. Also there had not been time for improvement due to correction of defects to show.

It is to be hoped the programs in these two schools can be continued another year, both to determine whether the improvement continue during the summer, and to estimate the degree of permanence of the appreciation of the relation of good health habits to growth.

SUMMARY

Briefly, the plan described above comprised a series of monthly drives on better health habits which, from a tabulation of answers to a questionnaire and from medical records, most needed improving. These drives were conducted as a series of monthly contests between classes, the whole series comprising one contest to come in first on a device called the "Health Race Track." A health banner was awarded at the end of each drive to the class having made the best record to be held by that class till the end of the following drive. In June the banner was finally awarded to the class having the best total record of improvement.

Work done was as simple as possible, for the most part consisting of projects which could be carried out by the actual personnel of the school. (The inauguration of a dental hygienist was an exception.) Also a special effort was made to avoid dispersion of attention; to have everybody—pupils and teachers in all grades, parents, and, as far as possible, the neighborhood—concentrating on the same thing at the same time. The result in one school in 8 months was a reduction of 12% in the number 7% or more underweight; in another school in 3 months (March to June) the number 7% or more underweight was reduced 11%.

Though it is more difficult to measure definitely an increase in group loyalty and cooperation within the class, it was felt that the series of contests between classes did encourage these qualities in the pupils.

Can the Project be Adapted to other Schools?

While in the program outlined above, multigraphed or printed questionnaires, weight cards, letters, and fliers, were furnished by the Bellevue-Yorkville Health Demonstration and the Tuberculosis Committee of the A.I.C.P., and much of the tabulation was done by the clerical staff of these organizations, such incurring of expense is not always necessary. Pupils, furnished simply with paper and pencil, could copy the questionnaire from the blackboard; its tabulation could be made part of an arithmetic lesson; or the questions could be asked by the teacher, and the replies counted by the number of hands raised. Pupils themselves under supervision could write letters to their parents including in them

(Continued on page 28)

Home Economics in the Portland, Oregon, Public Schools

By Edna Waples

Supervisor, Home Economics, Portland, Oregon

THE origin and history of Home Economics Education in the Portland schools read like that in other parts of the country in that it began as fine needlework, model making and demonstration cooking, and has passed through the various phases of educational theory and development tried out by all home economics educators. The fact that our view-points, methods, and content of the course have changed so much and are continually changing shows that our subject is a live one, and we think the most vital one in the entire curriculum.

A school superintendent recently remarked to me that the best of us have very few really original ideas. The trouble is that the educators who have the ideas often have not the administrative ability to carry them out. The one encouraging thought is that most of us, though we may have but few sparks of original ideas, can accept plans and projects tried out by other schools, or by individual teachers in our own corps and adapt them to our own situation. That is why a magazine like Practical Home Economics lives up to its name so well. In it one can get the thrill of a new idea, and even if one does feel satisfied with the way she is teaching certain topics, it is a pleasant and gratifying experience to find that another teacher or supervisor in a distant part of the country thinks she does. In this article I will attempt to describe some of our projects without going into the reasons why we use them. We do have our reasons which we believe are in harmony with the modern philosophy of education.

Elementary Schools

From a study of the surveys made on the time allotted to Home Economics, we find that our organization is similar to that in many large cities. Foods and clothing start simultaneously in the seventh grade and are carried through the eighth grade. One eighty minute period is devoted to each subject once a week for the two years.

In the Clothing Course, the girls study the four common textiles, learn the fundamentals of hand sewing on a dainty sewing bag, and make a cooking uniform and several articles of underwear by sewing machines. The final problem is a

EDNA WAPLES

dress, and it is surprising what difficult patterns the girls would choose if we let them do so. It is just as surprising to see the class of workmanship often turned out if a girl is allowed to make the dress her heart is set on. However, most of our teachers try to influence the girl in her choice of patterns because they know that if the first dress does not give a sense of satisfaction in the making and wearing, that girl will not be apt to attempt a dress at home, or to elect advanced clothing in high school. In several schools this 8B dress is worn at the simple graduation exercises.

The Foods Course in the seventh and eighth grades is so called because the majority of the lessons are on food or table service. The other topics studied in this course are child care, bed making, daily and weekly care of the bedroom and bathroom, personal hygiene, laundering of table linen, study of combustion and the construction of coal, gas and electric ranges. We can allow only one lesson to personal hygiene, so we try to make it practical by giving either a demonstration shampoo or manicure. The girls take great pride in keeping up their nails after the manicure lesson.

Several years ago we adopted the policy of cooking in home quantities anything that could be successfully taken home for the family luncheon or dinner. Each girl brings her supplies in a basket kept expressly for that purpose. Many girls have sets of paper containers and malted milk shakers for carrying flour, sugar and other supplies. The staples such as spices, baking powder, vinegar, cocoa, and molasses are furnished by the school. Perhaps no lesson gives more thrill than the bread lesson, when each girl carries home a complete loaf of bread, baked in the small, oblong pan. The Fleishman Yeast Company supplies all the yeast for our bread lessons gratis. Closely rivalling the bread lesson is the pie lesson, when a full sized apple pie is baked at school for the family dinner. Other lessons that are adapted particularly well to home quantities are macaroni and cheese, meat loaf, nut bread, steamed pudding, ginger bread, and many others.

There are some foods prepared that cannot, from their perishable nature, be taken home, and of course they are eaten in class time. For these lessons and for other table service lessons we have sets of luncheon plate doilies and napkins made of unbleached sheeting with an attractive blanket stitched edge and cross stitched monogram or other design. These luncheon sets of 18 to 20 doilies and napkins each, were made by the eighth grade classes of each school a few years ago and have proved their worth many, many times. Of course we have beautiful damask table cloths in many schools, but because of the laundry problem these are saved for special occasions such as teas and luncheons when patrons or teachers are the guests.

In order to evaluate our present course of study in the 7th and 8th grades we recently made a survey of the out-of-school activities of 8th grade girls by means of the ever popular questionnaire method. We chose four schools in typically middle class districts and one school in a semi-foreign district. There were 32 items that might be checked by the individual girl to indicate her recreations, interests and what part she took in the home activities but I will give the report on the outstanding ones only. Girls who darn own stockings, 61%; get dinner at night, 51%; set table and wash dishes, 86%; make bed and take care of own room, 87%; buy meat and groceries, 56%. We are not taking all the credit to ourselves for these high per cents but we do believe that the girls do these and the other things they indicated more

happily and efficiently because of their training in our department.

High Schools

One could write an entire article about any one unit in our high school course. In discussing the entire course in one article, we will have to be satisfied with "hitting the high spots." In no part of Home Economics Education has there been such a change as in our high school departments. The large classes in food preparation are being replaced by larger classes in nutrition, home nursing, and home management. They used to say that you could not get girls into a home economics class where there was nothing to eat. This may have been true in the old domestic science days, but we are now finding that the home management courses are attracting the finest type of high school girls. If a few drift in looking for a snap course, they are correctly informed while there is still time to change their minds about signing up.

Because our work in both home management and nutrition is heavy we do not admit ninth grade girls. The four units in the Home Management course are:

I. Family Relationships.
II. Family Finances.
III. The Care of the House.
IV. Selection, Planning and Furnishing of the Home.

At the present time Child Care is a unit in the Nutrition and Home Nursing Course. As there is a tendency in many cities to allow more time for this subject, we shall probably at some future time make it a course in itself.

A little incident in one of our high schools shows the interest of the girls in the Child Care Unit. The class was assigned to write a paper on some topic in Home Nursing or the Care of the Baby. Over three--fourths of the class chose topics about the baby.

One project recently carried out in our child care unit was for each girl to make an illustrated health booklet to be given to some particular child. Some of these booklets were very cleverly written in rhyme and were worthy of publication by the National Child Health Association.

Our foods classes, although not as numerous as they were a few years ago, still appeal to many girls. Some time ago we added a unit called Hospitality, in which the girls made a definite study of all kinds of entertainment carried on in the home. Each girl decides on a project of entertaining which she must work out in full detail whether she actually gives this affair or not.

In our foods courses, we attempt to follow the seasons and holidays quite closely so as to parallel the home activities. At Christmas time, the one and two pound fruit cakes made by the girls are in great demand by faculty members, since we charge only for the actual materials used. An English fruit cake can be sold at forty-five cents a pound, and a plainer fruit cake at thirty-five cents a pound. These cakes decorated, wrapped and tied attractively by the girls, make acceptable gifts.

That the big department stores in our city realize the value of home economics education is seen by their wonderful co-operation in many ways. In the first place, they allow 10% discount on all sewing materials used in the classroom, providing the girl presents a regular printed form signed by her teacher. They are also very generous in giving samples. Some seasons each teacher is provided with a large assortment of samples of all materials she will be most likely to use. One of our high school teachers has a most inspiring display of silk, rayon, and woolen samples mounted on cards which practically cover the black board space at one end of her room.

Twice a year some of our largest stores have Fabric Fashion Shows where the models wear dresses made of fabrics from the yard goods department. The detailed cost is completed for each dress, and the make and number of the pattern is given. The high school girls are usually invited to a special showing after school, and the interest is excellent.

Though we believe there is a decrease in home sewing in modern city life, the enrollment and interest in our high school clothing classes have not reflected this tendency to any great degree. What girl of high school age is not greatly interested in her personal appearance? If she can be convinced that she can have more and better looking clothes for less money by coming into the clothing classes, she will get in some way even if the requirements of the college course present almost unsurmountable obstacles. We know that it is our work to convince her of this fact, and that is why we continue with our fashion shows at school and before women's clubs, store window displays, and hall cabinet displays.

In some of our high schools, the home economics girls have always had the reputation of being the best dressed girls in school. This is as it should be. Our aim is to help girls to select and wear their clothes to advantage as well as to make them. The new emphasis in education is that we are thinking of the present life of the child as well as the future. Education is for living more fully now, not only for living more fully in the future. What subject is there in the curriculum which is more capable of immediate application to the problems of life than that of Home Economics.

These tables are used for both cooking and sewing.

Celebrating National apple week by learning to make apple pie.

Why We Need Vitamins in the Diet

By Margaret House Irwin

Research Assistant, Foods and Nutrition Department, Iowa State College, Ames

Vitamin "A" keeps infection away
And succors the meager and nervy.
"B"'s what you lack if the stomach is slack
And "C" is the foe of the scurvy.
So when a man dines
Let him murmur these lines
Or sure he will live to deplore it;
Let him ask himself, "What disease have I got?"
And which is the vitamin for it.

Vitamin A Keeps Infection Away

THIS vitamin was discovered simultaneously in two independent laboratories in this country. Osborne and Mendel at Yale University and McCollum and Davis at the University of Wisconsin experienced difficulty in making rats grow on purified diets, wherein the only source of fat was lard or a vegetable oil. Upon the addition of butterfat or egg yolk or the ether extract of either of these foods to the basal ration the rats resumed their growth. This led the investigators at both laboratories to conclude that butterfat and egg yolk contain an organic complex which must be eaten to promote growth. This unknown dietary essential was called vitamin A. Soon after its discovery feeding experiments were initiated to determine the effects of feeding diets devoid of vitamin A. It was observed that rats fed these diets developed a characteristic eye disease which has come to be known as ophthalmia. As this disease develops the tear glands cease to function and the eyeball becomes dry. Due to a lack of the proper amount of fluid around the eye ball bacterial infection sets in and unless some relief is afforded blindness will result. Ophthalmia has been produced experimentally in many animals besides rats. Dogs, rabbits, mice, swine, guinea pigs and monkeys are all susceptible. During the world war many cases of ophthalmia were reported among the malnourished children in Germany, Russia, Austria and Roumania. One striking instance was noted in Denmark. During the food blockade Germany was willing to pay almost any price for dairy products, and as a consequence Denmark began to sell all their butter to Germany. Very shortly hundreds of Danish children developed ophthalmia and finally the medical profession had to demand that the government pass regulations against the exportation of butter. As soon as these regulations went into effect and the Danish children began to eat butter again, their recovery from ophthalmia was phenomenal. A certain form of the disease called "night blindness" is in reality a mild form of ophthalmia due to a lack of vitamin A. Other forms are congenital and cannot be ascribed to a dietary deficiency.

Ophthalmia is not the only result of a lack of vitamin A. There seems to be some correlation between vitamin A and resistance to infection. Sinus and mastoid infections and colds are believed to be due to a lowered resistance of the body resulting from a partial deficiency of vitamin A.

In experimental work upon rats the first symptoms of a vitamin A deficiency to appear is a slackening of the growth rate. This is accomplished by one or more signs of infection and unless some source of vitamin A is added to the diet immediately, there ensues a rapid loss of weight followed by death. Ophthalmia occurs in abouty ninety percent of the rats in our laboratory and the others develop nose infections. Another very characteristic symptom is a seeming lack of control of the hind legs. The animals totter about their cages with their legs spread wide apart.

Due to the fact that vitamin A can be stored in the liver, rats will not show signs of a deficiency of this vitamin until they have been on the diet long enough to exhaust the body supply. The length of the depletion period depends upon the amount of vitamin A in the diet of the mother rat and upon the vitamin A content of the diet eaten from weaning to twenty-eight days of age. In our laboratory five to seven weeks is required for depletion.

The pictures illustrate the effects of omitting vitamin A from the diet of albino rats. Notice the rough coat, thin body, and dull expression of the rat that was fed a vitamin A deficient diet and compare it with the sleek coat, well formed body and alert carriage of the normal animal. The close up of their heads shows the difference between the normal and the diseased eye.

Although vitamin A is known as the fat soluble vitamin it is found in many foods besides butterfat and cod liver oil. In general it may be associated with yellow foods such as yellow corn, sweet potatoes, carrots, egg yolk and oranges. It is also found in the leafy portions of plants—lettuce, spinach and kale. Generous portions of vitamin A containing foods should be eaten daily. An adequate amount is usually consumed if one is fond of butter and salads.

Vitamin B-Nature's Own Tonic

Previous to the latter part of the last century the disease known as beriberi was so prevalent in the Japanese navy as to cause considerable alarm. Accordingly in 1882, Takaki, a young medical officer, received the consent of Director General of the Medical Department of the Japanese Navy to experiment with the diet of the sailors on two training vessels. He planned two rations, one containing a much larger proportion of vegetables, meat and fish than the other and observed the incidence of beriberi on the two diets. The number of cases of beriberi was reduced twelve times upon the diet containing the large proportion of vegetables. This was the first experimental evidence that beriberi is a disease of dietary origin.

Beriberi is of common occurrence in oriental countries where economic conditions force the people to subsist largely upon polished rice. Infantile beriberi is exceedingly common in the Philippines and Japan. Mild cases of vitamin B deficiency have their counterpart in the children's wards of the hospitals of this country, although severe cases of beriberi are almost never seen. Dr. B. R. Hoobler of Detroit has described a number of cases of vitamin B deficiency among infants and recommends that physicians prescribe a recognized source of vitamin B to be added to the diet. He suggests that one half teaspoon full of dried brewery yeast should be added to the diet to provide vitamin B just as orange juice and cod liver oil are prescribed for vitamin C and D.

Mild cases of vitamin B deficiency are manifested by a loss of appetite, digestive disturbances, and constipation. If the deficiency is long continued the nervous system is affected and more serious consequences are the result. The beneficial effects alleged, by the advertisers, to follow the eating of yeast are due largely to the vitamin B content of this product.

In rats the symptoms of a vitamin B deficiency are much the same as in humans. When an animal is placed on a vitamin B free diet the experimenter notices a loss of appetite, constipation, and an immediate cessation of growth. Rats on "B" deficient diets are cross, irritable, and restless. They will attempt to escape from their cages and often show an inclination to bite the hand that feeds them. Their fur becomes rough and greasy. The animal's back assumes a

dorsal curve and in the last stages of the disease the hind legs become paralyzed.

Recent work on vitamin B has proven that this vitamin is not a unit but a combination of two or more factors which can be separated by special treatment. One of these factors promotes growth and the other prevents the nervous symptoms of beriberi. The growth promoting factor is called vitamin G and the antineuritic factor is henceforth to be termed vitamin B.

These two factors are widely distributed in nature and are found in most natural foods, unpolished rice, whole grain cereals, fruits and vegetables.

Vitamin C—For Rheumatic Joints

Scurvy, the disease that we now attribute to a lack of vitamin C in the diet, is an old, old disease. Many accounts of this scourge are noted in history, especially among soldiers, sailors, and explorers who subsisted for long periods of time without fresh foods. In 1747, Dr. Lind, a surgeon in the British navy experimented with twelve scurvy patients on the "Salisburg." He tried out the curative effect of a number of substances—vinegar, cider, sea water, oranges, lemons, the extract of several herbs, gums, and other substances. He found the citrus fruits to be remarkably effective as curative agents. Upon the basis of these experiments lemon (lime) juice was incorporated into the ration of the British Navy with the result that scurvy practically disappeared. Guinea pigs are used for most experimental work on vitamin C because rats are not susceptible to scurvy. After about fifteen days on a scorbutic diet, guinea pigs begin to show symptoms of scurvy. They lose weight, their joints become tender and swollen, and they assume a position that will relieve the pressure on the joints. Such abnormal postures are termed scurvy positions. The rib junctions become swollen and upon autopsy show signs of hemorrhage. Animals suffering from scurvy are weak and listless. Diarrhea occurs in nearly all cases.

Human scurvy is characterized by practically the same symptoms as guinea pig scurvy. Although severe cases of scurvy do not often occur in this country many cases of latent scurvy are known. These are characterized by dullness, congestion of the alimentary tract, and pains in the joints resembling rheumatism.

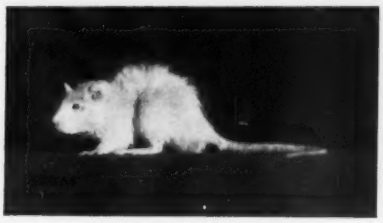
Vitamin C is so readily destroyed by heat that a partial deficiency of this vitamin often occurs unless an especial effort is made to eat raw fruits and vegetables. Citrus fruits, lettuce, cabbage, apples and carrots are good sources of vitamin C that can be eaten raw. Tomatoes either cooked or raw are rich in this vitamin. The acidity of the tomato seems to prevent its destruction upon heating and therefore canned tomato juice is especially valuable as a substitute for orange juice when the price of oranges prohibits their use. Acids prevent and bases promote the destruction of vitamin C, which is argument enough for not cooking vegetables with soda.

Vitamin D—Sunshine

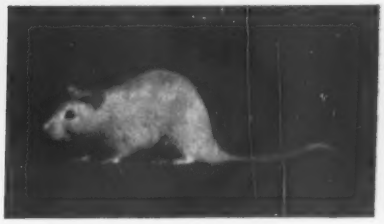
This vitamin, the antirachitic vitamin, is the one which is so intimately associated with calcium and phosphorus deposition in bone development. Rickets, the disease resulting from a lack of vitamin D, is very common among the children of our great cities. Its most characteristic symptom is the failure of the bones to calcify with the resulting bone deformitories. Bones calcify from the head of the bone downward and from the shaft of the bone upward. At the place where these parts of the bone meet, there is a cartilaginous line known as the epiphysis. It is at this point that the bone grows and also at this point that the bone swells during rickets. Swollen wrists and knee joints are typical symptoms. The rib junctions also swell giving rise to beaded ribs or the so-called "rachitic rosary." Other malformations of the bones which often persist throughout life are contracted pelves, pigeon breast and bowed legs. The abdomens of children suffering from rickets protrude and they are described as pot-bellied. Umbilical hernia is also common.

Not long after the identification of vitamin D, investigators were puzzled by the discovery that the beneficial effects of feeding vitamin D could also be wrought by sunshine. A little later Steenbock discovered that vitamin D could be put into certain foods by exposing them to ultraviolet light. These foods become "activated" according to the scientists but the nature of this activation process is not thoroughly understood. Certain fat-like substances called cholesterol and ergosterol become highly potent in vitamin D when irradiated. Chemical analyses of the tissues of the body show that large amounts of these substances are found just under the outer layers of the skin. Evidently nature planned that the sun's rays should penetrate the skin, activate these constituents, and thus supply man with an abundance of vitamin D. But man has developed a mode of life with which Nature did not reckon. He has built cities covered with smoke screens and has arranged to spend a large portion of his day indoors. Since man spurns the natural source of vitamin D, he must provide it artifically. The foods richest in this vitamin are cod liver oil, butter fat, and egg yolk. However, the amount of vitamin D to be found in these last two foods depends upon the amount of time the cows and chickens spend in the sunshine. Any good grade of cod liver oil which is put out by a reliable firm is relatively rich in vitamin D.

Sunshine is the best and most delightful source of vitamin D. But, after all, cod liver oil isn't bad if you're used to it.



Close-up of the heads of the brother rats above, showing the characteristic eye disease which develops on diets free of vitamin A. The rat on the high shows normal bright eyes. The one on the left ophthalmia.



Brother rats eleven weeks old. Since they were twenty-eight days old the one on the right has been fed an adequate diet—rich in vitamins—and the one on the left a diet free of vitamin A. Note the smooth fur, well poised body and alert expression of the normal animal compared to the rough fur, thin body and dull expression of his brother. The normal animal weighed 200 grams and the other 140 grams.

Vitamin E—For Posterity

This, the antisterility vitamin, has been discovered rather recently by Evans and Bishop at the University of California. These investigators have found that upon highly purified diets containing vitamins A, B, C, D, and G, female rats would conceive normally but sometimes around the twelfth day after conception, foetal death would occur followed by a subsequent resorption of the unborn young. An enormous amount of research has been done to determine the cause of this phenomenon and it is generally conceded that it is due to the lack of another member of the vitamin family, namely vitamin E.

Vitamin E is widely distributed in natural foods, lettuce, meat, whole wheat, wheat germ, yellow corn, egg yolk and in many other foods.

The Unit Plan of Instruction in Home Economics Education

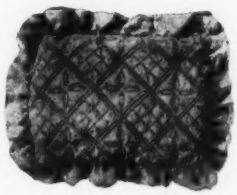
By Velma Phillips
Director of Home Economics, Ohio University, Athens, Ohio

ONE of the most important tasks in curriculum making is the organization of subject matter and materials of instruction giving the learner that development most helpful in meeting and controlling life situations. Today very few home economics teachers are content to use a curriculum conceived primarily as formal subject matter, set-out-to-be-learned with little or no relation to life. Recently the writer observed a student teacher presenting a lesson on "The Care of the Teeth for Health." The pupils were too frequently required to repeat words, express ideas which they did not understand, and to accept, adopt, and use material which the teacher presented to them readymade and completely organized. Again and again the response from the pupils was, "The book said—" The meaning and understanding was so foreign to them they did not even bother to quote these parrot-like expressions as opinions of the author. The author was not a real personality to them. They were absorbed in giving back upon demand exact phrases, which they might have understood if they only had conceived the idea that all this was vital and worth while. When the student teacher was informed that she had done 60% of the talking, she justified her procedure by saying that she was so rushed for time and had to cover so much that afternoon. Perhaps she was merely carrying over into her own teaching what she had been enduring in her own college classes. If in her own college classes she had little time for organization and creative expression, few of us could have the heart to criticize her for taking advantage of her first opportunities to build actual ways of responding into her own character.

When the curriculum is conceived in terms of a succession of experience and enterprises having a maximum of life-likeness for the learner, the unit plan of instruction proves one of the most feasible methods. The unit planned as an aspect of the environment, capable of being understood rather than capable of being remembered means learning for control of conduct. The lesson on the mouth in relation to digestion and health offered many opportunities for development of attitudes that would permanently modify the children's mode of reacting upon their environment. Few lessons in home economics demand that "lesson to be learned" "ground to be covered" take precedence over true learning, if we understand by true learning the emergence of appropriate conduct. Perhaps a few home economics teachers try to justify this old formal type of instruction in the same manner that was used by this practice teacher. She assured the writer that all those twenty three girls knew what was correct whether they cared to practice it or not. She did not care to face the situation that factual knowledge is a fleeting possession under the best of circumstances and strenuous drill; while understanding and meaning, developing through reaction, is built into the learner's nervous system so that it may be expected to function efficiently when the proper time comes. Her test of learning was grades and marks. Appropriate conduct was desirable but was none of her responsibility.

THE unit plan of instruction gives opportunity for intensive study of a phase of the environment. The method by which the learner works out these experiences should call for a maximum of self direction, assumption of responsibility and exercise of choice in terms of life values. Many teachers will readily admit of the virtue of such a plan but argue that such a method does not work in our public schools where there are large classes. The writer calls to mind an eighth grade class in "Clothing Selection and Construction." There were 38 little girls in this class. They had all wanted to make something for mother for Christmas. After several discussions on color and design, the large majority decided to make mother a nightgown. In previous problems their interest was at a low ebb; teachers had limited their choice in selection, and parents had insisted upon doing the shopping for them. They did their own purchasing for this problem. The day the writer visited the class, they were discussing French seams. One little girl who had made French seams told the rest how to do it. Another discovered that she had French seams on her dress. Another wanted to know "Why they called them French seams?" The instructor had made several samples of French seams and some they decided to call very poor, others poor, others fair, and some were very good. They all decided they wanted very good seams on their Christmas present to their mother. Because of the crowded room, they all worked out together a plan for saving time—some were to cut out the gowns, others were finishing their previous problem and some wanted to make a few inches of French seam to see if they knew how to make a very good French seam. Tables, sewing machines, and girls filled the room but all were interested and busy for the hour. A visiting supervisor asked the question, "Well, do they know any more about the French seam than before she taught the lesson?" "Will they be able to make a French seam?" Then she added, "It may be against all modern psychology but I would have said, "Now all of you take a needle and so many inches of thread and two four inch pieces of material and we will all make a French seam together. Then they would know how to make a French seam." Perhaps they would. It might be an interesting experiment to try out. Not all of their French seams are proving to be very good although they all wanted very good ones. Perhaps French seams are too difficult for little eighth grade girls today. But each home economics teacher will have to decide what is the most important for her and her pupils—opportunity for self direction, assumption of responsibility, cooperative attitudes in a crowded community, or knowledge of French seams. The formal, well organized lesson which plans to have 38 wiggling eighth grade girls all make the same four inches of French seam at the same time, will be confronted with problems of discipline and lack of interest lasting for perhaps an hour. The teacher will be the center of interest and abnormal activity. It may prove necessary for her to be so severe and stern that she will forever associate in the minds of these children, clothing construction and boredom, waste of time and exact French seams. On the other hand, in our efforts to create desirable attitudes, and actual ways of responding that the learner is building into his character, we need not lose ourselves in a maze of activities and ignore desirable standards of attainment. The unit of instruction can easily be adjusted to the interest span of the individual and should be an intensive study on a phase of the environment.

Choosing the units of instruction requires a thorough knowledge of the subject, a sense of pedagogical values and careful, thoughtful consideration of the



A

B

C

D

Pillows for a Girl's Room.

problem, materials available, interests, needs, and activities both of child life and of adult society. Considering the unit a phase of the environment, capable of being understood, we must admit that home economics has a most opportune position. One of our most interesting educators, speaking to a section of a state teachers' meeting on required subjects for secondary education, said that certainly this required curriculum should include something on home life and problems in home living, but he did not know whether this required subject would be home economics as we now know it or not. He went on to give his opinion of this required course in home living as one in which we attained attitudes and appreciations that would enable us to work together in the home, sacrifice for each other and grow through this relationship. Naming the unit is not enough; we must decide what material should receive the emphasis so as to bring about the appropriate understanding. If home economists continue to placidly aim at memory of content rather than attainment of attitudes and growth through control of conduct, we may expect alert educators to introduce a required course made up of units of instruction in order to bring about the appropriate understanding of home living.

Some of us remember our note books in home economics. We may have been in large classes from many and varied kinds of homes and communities but our note books all looked alike. They all contained the same uninteresting materials of instruction. The writer recalls one instructor who would now and then stop our laborious efforts at note taking and say, "Don't put this in your note book. I will tell you when to begin again." We had no time to think out generalizations and meanings. Most of our learning was as disconnected from real life experience as the little boy's grammar was detached from his speaking English. When he was told that he would have to learn to speak correctly or he would never pass in grammar he replied, "That hain't the kind of grammar we study in my school." Even today in some of our best colleges and universities we hear most frequently "I do not know what to do for this assignment. What does she (the instructor) want anyway?" The tests and examinations are focused upon content rather than upon new attitudes. It is not strange that annotated bibliographies, even in a large class of graduate students, all contain the same books and the same opinions. Problems and reported assignments show uniformity, lack of self direction, lack of consideration of individual needs, little development in control of conduct. In our collegiate as well as our secondary education learning takes place most effectively in a situation that grips the learned, that seems to him vital and worthwhile. Materials of instruction should be selected and organized so as to help the learner meet and control his life situations. Stereotyped note books may have their value, but if they take valuable time from reflection and understanding one's environment in real life situations, even their strongest advocates will question their value in developing appropriate conduct.

The unit plan of instruction, because it is based upon understanding of experiences, gives due consideration to important attitudes, generalizations and appreciations, and an understanding of the important institutions and problems of life, as well as the conventional skills and knowledges. Because of its activity program, its personal and home interests, home economics should lead all other subjects in educational achievement, in the use of the unit plan of instruction.

The outline that follows suggests one way of working out a unit plan in homemaking activities.

SAMPLE ANSWER SHEET

Test in Choice and Judgement of Furnishings of a Girl's Room.

Name———————————— Date————————

	The Best	Next Best	Next to the Poorest	Poorest
Pillows	D	A	C	B

Outline for Teaching a Unit Plan in a Junior High School

Unit. The Girl's Own Room

Objectives To develop a growing appreciation of art and beauty in the home.

To increase skills in making simple furnishings for the home.

To stimulate an interest in her home and increased care of her home.

To develop ideals of home and family life.

Problem 1: Mary has such an attractive bedroom, I wish I had one.

Suggested Activities

Visit the local stores and study their furnished rooms.

Cooperate with a local store and set up a girl's bedroom in one of their show rooms.

Plan one inexpensive and one at a moderate cost.

Make a folio of girls' rooms at different costs.

Make a folio of different color schemes for these bedrooms.

Plan and prepare a pillow or curtains and dresser runner or bed spread for own room. Tie dying or block printing make inexpensive materials very attractive.

Desired Attainments

Appreciation

Of pleasant surroundings—restful, attractive, suitably furnished, light, airy bedroom.

Of the fact that attractive furnishings need not be expensive.

Of mother's work in keeping the home attractive.

Of the cost of furniture.
Of the girl's responsibility in creating and keeping an attractive bedroom.

Knowledge

Of kind of furniture suitable for girl's room.
Of values and prices of furniture and furnishings of girl's room.
Of color schemes and art principles.

Ability

To judge and select suitable furnishings for room.
To make simple furnishings.

Problem II: The school apartment has a girl's bedroom which needs renovating.
(If no school room is available, perhaps a teacher, family or student will cooperate in the project and offer a room for renovation.)

Suggested Activities

Refinish old furniture.
Plan rearrangement of furnishings.
Dye and remodel draperies, pillows, etc.
Estimate the cost of suggested changes.
Make a study of a room at home and suggest changes and necessary renovations.
If mother is willing, make these suggested changes at home.

Desired Attainments

Appreciation

Of how easily one may change a room and improve it with little expense.
Of the joy of creative expression in one's surroundings.

Knowledge

Of what makes a room attractive.
Of woods and their different finishes.

Ability

To redecorate at small expense.
To refinish furniture.
To make and remake simple hangings and covers.

Problem III: Mother wants me to bring my friends home with me but often I am ashamed of my room.

Suggested Activities

Plan a good arrangement of articles in own room—a good arrangement of articles on top of dresser.
Make an efficient plan for proper care of a girl's room.
Clean and rearrange a room at school.

Appreciation

Of having a plan of work.
Of girl's responsibility of daily tasks and duties in care of room.

Knowledge

Of how to arrange an orderly attractive room.
Of how to arrange drawers, closets, and cupboards conveniently.
Of most convenient and efficient methods and plans for cleaning and keeping a girl's room properly.

Ability

To make a plan of work.
To care for one's room.

Suggestions for Carrying Out this Unit Successfully

An objective test given at the beginning of the unit will help to reveal the ability of each individual girl and also to give her a bird's eye view of the possibilities of the unit. It should also show to each student her individual needs and increase her interest in the unit.

One phase of this test could well be a simple test in art appreciation, especially in art applied to the girl's room. A very ambitious teacher could have a display of four lamps, four pillows, four vases of flower arrangements, four suggested arrangements of tops of dressers and so on to include many phases of the girl's room. Each display should include a very good example, then one not quite so good, then one only fair in value and one poor example. The girls would be asked to select the one they liked the best and then indicate the values on down to the poorest in their own estimation. Such a test could well include not only artistic values but also considerations of durability, suitability, expense, ease of cleaning, and appropriateness. If assembling of articles requires too much time, pictures could be substituted, as illustrated on page 13.

The same test could be given at the end of the unit to estimate the progress of each individual pupil.

Book Reviews

"Feeding the Family." By Mary Swartz Rose, Ph. D., Professor of Nutrition, Teachers College, Columbia University. Third Edition. 459 pp. The Macmillan Company, New York. $5.00.

MRS. ROSE'S book is so universally known and so highly esteemed that any reference to it would seem to border on the hackneyed. However, the third edition comes out in a new, colorful dress that makes us want to talk about it and admire it.

The text does not differ greatly from that of the preceding edition, except, of course, inclusion of new material and more recent data. The most noticeable revision is in the tables. These have been rearranged for greater convenience in reference. New foods and recipes have been added to the table on food values; the tables of 100 calorie portions and of calorie value of common portions have been combined and arranged alphabetically; the vitamin table has been extensively revised and vitamin G included; fuel value in relation to cost has been brought up-to-date.

The logical classification of material and the discussion of the needs of every member of the family in separate chapters makes this a valuable reference for the nutrition worker and an informative guide to the intelligent housewife; she who has abundance of time to give to the feeding of her family.

The illustrations add to the appeal of the book. Those in color are charming. One may wonder why such a large percentage of left handed people are illustrated but this detracts in no wise from the delight of the pictures.

"Care and Training of Children." By Helen C. Goodspeed, A.M., Assistant Director of Home Economics, Philadelphia Public Schools and Emma Johnson, A.M., Director, Nursery School Education, Temple University, Philadelphia. 219 pp. J. B. Lippincott Co., Philadelphia.

THIS book is one of the series of Home Economics Text Books published by Lippincotts for High School use, and edited by Benjamin R. Andrews, Ph.D., Teachers College.

The text is in two divisions. Part 1 treats of the child during its first year; Part 2, follows through to the fifth year. In addition to obvious points, such as, food, clothing, sleep, bath, there is much practical material on points less commonly considered by parents. Habit formation, exercise and play, developing personality, and maintenance of health stress the importance of right beginning in the training of children; the close relation between physical, mental and social development is emphasized.

The subject matter is as comprehensive as is expedient for high school use and is marked throughout by common sense treatment. There is a guide for student observation which will be helpful. Problems, suggested questions and suggested class activities accompany each chapter. There are many excellent illustrations.

LULU G. GRAVES.

PAMPHLETS RECEIVED

"Reindeer Recipes," by Louise Stanley and Fanny Walker Yeatman. Leaflet No. 48. United States Department of Agriculture. Price 5 cents.

"Suits for the Small Boy," by Charles Louisa Scott. Leaflet No. 52. United States Department of Agriculture. Price 5 cents.

"Ice Creams Frozen Without Stirring," by Louise Stanley and Jessie Alice Cline. Leaflet No. 49. United States Department of Agriculture. Price 5 cents.

Teaching School Girls to Become Homemakers

By Marion S. Van Liew

Chief, Home Economics Bureau, New York State Education Department

"MAN works from sun to sun but a woman's work is never done," sang an unknown poet in England long before the day of the vacuum cleaner and the electric washing machine. Today that same bit of doggerel would need considerable revision. Modern conditions in the American household within the past quarter of a century have given more freedom to the housewife. The passing of the house servant and the consequent introduction of labor saving devices in the home have completely changed home management. In order to keep pace with these changing conditions, the schools, too, have been obliged to broaden courses which deal with this subject.

The cooking and sewing courses which formed part of a girl's common school education a quarter of a century ago have been replaced by what is known as home economics which includes such subjects as foods and nutrition, clothing and textiles, child care, home nursing and home management. In other words home economics is cooking and sewing in modern guise with all phases of housekeeping activities thrown in. Under the supervision of the Bureau of Home Economics of the State Education Department, courses in these subjects are given in a large number of junior and senior high schools, part time and evening schools of the state.

CLOTHING: The question of clothing is of interest to most women and of still greater interest to girls in school. In adding to a girl's wardrobe it is necessary first to know the size of it in order to make a sensible choice. This is the method now used in the classroom. The student first makes an inventory of her wardrobe to decide what new garments are needed, and what old ones can be renovated, remodeled or discarded. Next, it is necessary to decide what garments to buy and what to make.

Care of garments finds a place in the school curriculum because upon care depends the length of time garments can be worn. The use of coat hangers, dress covers, shoe shelf; the arranging of bureau drawers and clothes closets, the care of winter and summer clothes are all given consideration by the teacher.

Proper grooming is part of modern instruction in clothing. Well polished shoes, neatly manicured nails; neat collars; dresses spotless and stockings well put on are all indications of a properly groomed person.

High school and college girls' wardrobes, the working girls' wardrobes, the clothing budget, children's clothing, laundering methods, renovating, mending, the care of sewing machines and tools are among the other subjects considered in a clothing course. During most courses, too, a fashion show is staged by the teacher in which suitable wardrobes for boys and girls are exhibited before the school children by models chosen from the different classes.

MEAL Planning and Food Preparation: As most food today is still prepared in homes, the family meal is made the basis of instruction for home economics courses dealing with foods. But before a meal can be cooked for a family it is necessary to know something about the nutritive needs of each member and what can be purchased in the market. The size of the family purse is also a controlling factor. This requires, in turn, the introduction of the family budget in order to determine the proper proportion to be allotted for food.

The room in which the meal is prepared also needs consideration. The size of the room, its location, equipment, color scheme, lighting and utensils, all are a part of the study of food preparation and are taught as such.

Serving is the next stop. Here dishes, silver, table covering and the kind of service all must be considered from the standpoint of family needs. Even table talk and table courtesy are taught as having a part in the family meal. After partaking of a school luncheon a health official said: "The thing that impressed me most was that two of the members of the class sat with each group of guests, acting as hostesses. They even directed the conversation. It was delightful."

Then comes the work of cleaning up including dish washing. All these problems have been made subject to modern efficiency methods by the home economics teacher so that the drudgery features are located and the methods, equipment and procedure reorganized.

In addition to the family meal there are special meals such as birthday meals, holiday meals and guest meals to be considered in this branch of teaching; all of these special meals require more careful planning to save time and enery.

The school lunch, cooking for profit, tea room and wayside stand cooking are becoming of increasing interest to many women and form part of this modern instruction in the school cooking courses given in the state.

Home Nursing and Child Care: When sickness comes to a home, lack of experience and technical knowledge often makes the task one of worry and difficulties for the housewife or person in charge. A course in home nursing gives correct and effective ways of caring for the sick and the way to act in emergencies. As a school study home nursing includes a study of diet, home and community hygiene and the care of the sickroom. The routine care of a patient is made part of the work. To make the course more effective a school apartment bedroom is often used with one of the class acting as patient in order that practice may be had in simple nursing procedure. A course of this nature is often given with the help of the school or district nurse. Her skill and daily contacts with all kinds of emergencies add much to the interest of class work.

ONE high school girl who was taking a course in home nursing described her care of an invalid aunt as follows: "I was glad to help with this family problem. I began by taking charge of my aunt's meals which I planned and prepared attractively, following the doctors directions. I made the diet as varied as possible, taking pains to have everything attractive. A colorful set of china was kept apart for my aunt's use and the daintiest linen in the house used.

"A special effort was made to affect a happy frame of mind and to keep all surroundings neat, clean and attractive. A room next to the invalids was transformed into a pretty dining room, just for her use, which made her day more interesting.

"I tried to bring interest in her life, told her stories of school and other activities and brought her books and magazines to while away the time. After several weeks we began to see a difference in her. With the close of school she consented to come down stairs and later to take a ride. I feel that this project was of value to the patient as well as to my family. We now have hope that my aunt will soon get about again."

In order that girls may help their mothers with young children in the family

(*Continued on page* 28)

Methods of Teaching Textiles

By William H. Dooley

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THE subject of textiles or clothing should be included in the public school education of every one as the subject of proper dress affects each of us socially, economically, and psychologically.

Despite the importance of the subject to every one as outlined above, most teachers and students find the theory underlying the subject of textiles difficult to teach and comprehend.

This is often due to the fact that the subject *textiles* is based on the properties of fibers and technical operations, etc., that involve a knowledge of the principles of biology, chemistry, physics, art, psychology, sociology and economics. For example, the fibers that are used in textiles are the seed or stem fibers of plants and hairy fibers of animals. Their growth and properties are based upon the principles of biology. The reflective powers of the fibers are based upon the principles of transmission, reflection, refraction and diffusion of light.

Efficient buying and care of clothing depend upon a knowledge of sociology and economics.

We may "cover up" or make conspicuous defects of the human form by right or wrong selection of clothing. For example, a person may appear twenty pounds heavier or lighter, 1 inch taller or shorter; the ankle may appear ½ inch larger or smaller by the use of proper lines, luster or color; all of which is based upon the principles of psychology and art.

The subject of textiles or clothing is one of vast importance because it is the foundation stone for proper costuming.

We know that the style and value of a costume is determined to a great degree by the outline or silhouette of the entire costume as a unit. The history of clothing shows us that the line or silhouette may be the real lines of the figure frankly revealed by beautifully fitting clothes or may be a false outline wisely or unwisely produced by a certain mode or style of dress.

Now the style or line of a costume is brought out by the fabrics used in making it. In order to know the kind of fabric necessary to bring out a style effect, it is desirable to know the different types of fabrics and their adaptability for producing certain effects. The materials that enter into the construction of a costume are as important as the lines or color because the cuts and line are affected by the characteristics of the fabrics. Each style calls for a certain type of fabric; if this is violated we lose the effect.

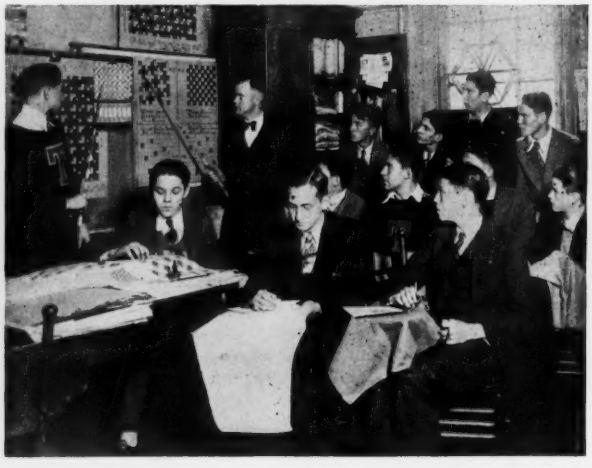
Therefore, no one can design a costume without a knowledge of the fabrics of which it is to be made, and this in turn, depends upon a knowledge of the structure, weave, finish and composition of the material.

Another reason for the difficulty often experienced in teaching textiles is that the teacher fails to present the proper information on textiles in the most effective manner. We must remember that most students have an intensely practical aim in pursuing an educational course, particularly one of technical character, and question the value of both the methods and content of technical information that is being imparted. Experience of successful teachers in technical subjects shows that it is a fundamental principle of teaching that the aim or purpose of a course determines the content of information to be imparted and the method of instruction. To illustrate: a course in textiles for mill men would be quite different from a course in wholesale and retail selling of textiles. The first course would consist of the (a) buying and selling of raw cotton, (b) physical properties of the raw material which makes it adaptable for the machine operations and the fabrics. The second course, on the other hand, should train students in the characteristics and uses of the finished fabrics, in order to increase more rapid distribution from mill to consumer. A knowledge of the characteristics and uses of fabrics may be used as selling points in dealing with the public. This course should include (a) structure of fabrics, (b) finishes of fabrics, (c) knowledge of raw materials in so far as they contribute to the finished fabric.

A course in textiles for dressmakers and costumers should include only such information as to enable one to judge the durability, price and style value in terms of clothing of the fabrics, while a course in decorative or upholstery fabrics should include (a) characteristics, (b) grades, (c) uses, (d) defects, (e) period decoration, (f) style or artistic value, (g) selling points.

The above illustrations show the value of presenting the proper information.

Making Designs for Hand Decorated Fabrics.



Studying the Types of Weaves.

After this is done, the next question is the most effective method of presentation.

Most students are naturally practical or motor-minded, with regard to the assimilation of technical knowledge. Before they can grasp a principle or idea they must have had an experience, observation, or a background of work that forms an apperceptive basis. To illustrate: many teachers in the elementary and high school classes in sewing will attempt to teach the subject of cotton by describing at first how cotton grows, how it is picked, etc. It is true the class may be working on muslins, and naturally the teacher would say, "now is the time to take up the subject of cotton." It is the time to take up cotton, but do not begin with the cotton plant. Begin with the muslin. Tell the class about the different kinds of muslins. Let them examine the different muslin cloths by holding them up to the light.

Ravel the fiber and notice how it is made. Since the threads run at right angles, this material is called a woven fabric and consists of warp threads and filling threads.

The closeness of the threads determines the fineness of the fabric. In purchasing a cotton fabric we should choose one with the largest number of threads to the inch, provided the price is within the limit that we can pay. Examine different grades of cotton fabric and note that the strongest are those having the threads close together. Untwist the thread and notice that it is composed of twisted short lengths called fibers. The twist gives strength to the thread, and the thread, in turn, gives strength to the cloth. The longer the fiber the more twist can be given to the thread. Hence, the strength of the cloth depends upon the closeness of the threads in the cloth, and the length of the fiber.

Therefore, a knowledge of cotton cloth depends upon a knowledge of how threads, called yarns, are made, the properties of the individual fibers, and the manufacturing operations in so far as they affect the fiber with regard to cleanliness, smoothness, etc.

This arrangement of subject matter of textiles is called the psychological sequence to distinguish it from the one usually used, called the logical sequence of topics.

The logical method is the one found in most textbooks and is used by the majority of teachers. It begins with the study of the individual fiber, followed by the manufacture of yarn from the fiber, of the cloth from the yarn. It is the method that may be used with some degree of success with evening classes located in mill centers, the aim of the course being to prepare students directly for the mill, where they come in contact with fibers and yarns. It fails, however, to give the best results to beginners of fabrics, such as is required by dressmakers and salespeople. It does not begin with the proper point of contact, that is, the object that the student sees. He knows and sees cloth, but he does not know and see the individual fiber.

The psychological method seems better adapted to dressmaking, beginners and elementary, and to high school students, because it starts with the finished cloth, with which we all are familiar, and works back to the constituents of the fabric—yarn, warp and filling. The emphasis in this method is laid on the finished textile and design, and on only that part of the manufacturing operations and properties of raw materials that influence the uses, qualities, and grades of the finished product.

After considering the arrangement or sequence of topics in textiles we must consider the most economical and effective methods of imparting the instruction. Most college professors present the subject matter by means of lectures before the students. The student listens and writes notes or outlines that will suggest the subject matter.

The lecture method is adopted when it is desired to impart information quickly. This method is effective provided the students have background or experience that will serve as an apperceptive basis; that is, a fund of practical experience that will furnish a foundation for the information of the lecture. The lecture method may be used with some degree of success in colleges where students are mature and able to understand principles in the abstract, to discuss them freely, and to form judgments or conclusions. It may also be used to some extent with salesmen in evening trade classes, but as a rule the lecture method, by itself, is not very effective in teaching textiles or any other technical subject to beginners who have had no practical experience.

Despite the above objections, most teachers use the lecture method. It is a safe rule for a teacher not to talk more than 20 per cent of the time. When a teacher talks or lectures more than ten or fifteen minutes, the students fail to hold the thread of reasoning or thought, and soon lose interest. Then there is a tendency for the mind to wander and breaches of discipline take place.

The development method is supplemented by the laboratory or by objective teaching, and is the most effective method of teaching textiles or any other technical subject. This method begins with the experience of the student, adding new knowledge to the old. The teacher begins by asking brief questions that will recall to the student's mind all the information that he has on the subject. For example: Give each student pieces of cotton cloth in the grey and ask such questions as this:

(*Continued on page 26*)

Making the Costume.

Testing the Quality of Fabric for Draping.

A Review of New Spring Fashions

By Grace C. Dimelow

Director of Educational Service, The Butterick Publishing Co.

(a) Butterick Pattern No. 2994, 2¼ yards, 54-inch tweed, size 16.

(b) Butterick Pattern No. 2955, 2¼ yards, 39-inch fabric, size 16.

WITH the long skirt, high waistline controversy still raging fiercely, the young modern of many clothes interests serenely lays plans for a new spring wardrobe. For while her elders have been debating the burning "long-short" question with becoming gravity and wide spread publicity, the younger generation has instinctively turned to the new silhouette. Youth is enthusiastically wearing high waistlines, closely molded bodices, fitted hiplines and saucy low flares and delightedly finding them most becoming. Far from being outraged at a theoretical loss of feminine freedom she is entranced with her newly discovered femininity.

Their very novelty invests these fashions with the romantic appeal of the unknown, and the inexperienced student of clothing in her natural delight in the new and untried is placed in serious danger of straying from the well-known straight and narrow path of good taste. Careful guidance in pattern and fabric selection is more important than ever, for with a bewildering array of glamorous costumes tempting her from the pages of every fashion magazine, the romantic young modern is faced with the increasingly difficult problem of selecting the truly smart from the extremes of fashion.

Out of the mass of contradictions that has threatened at times to obscure the real charm of these new fashions, our leading fashion quarterlies emerge with authoritative information on skirt lengths and waistlines for the Junior in carefully selected fashions, fabrics and colors.

The sub-deb will be captivated by these new clothes in new fabrics created expressly for youth. Clever little sport costumes of tweed in novelty weaves, basket weave woolens, pastel flannels and covert; smartly simple school frocks of wool crepe or canton in bright hues; sophisticated but youthful afternoon frocks of canton or flat crepe, sometimes in tiny floral prints on dark backgrounds, sometimes in monotones; and dance frocks of naive charm of taffeta in warp prints or monotones, cotton net, chiffon and flat crepe . . . the right frock in the right fabric for every occasion. That is the keynote of the new spring mode, and therein lies the salvation of the youthful student of clothing, for a certain type design, a selected group of fabrics and colors and a correct skirt length identify the mode for each occasion.

The four costumes illustrated are typical of the major activities of the high school girl and together they form the nucleus of a well rounded wardrobe. Each one is outstanding in fashion importance but its smart simplicity brings it well within the creative abilities of the youthful seamstress.

The casual two piece sports suit of dark green "Rag Rug" tweed at the left above is one of the most attractive of the little jacket suits destined for such popularity this spring. The short jacket buttoning closely at the natural waistline is frankly copied from her brother's windbreaker. The smartly flaring skirt reaches that becoming length not less than two, nor more than three inches below the knee. This is the correct length for all sport frocks. With a varied wardrobe of blouses this costume is equally appropriate for out-of-door sporting events or less strenuous classroom activities.

For general wear, and that means classroom wear, the fashion right choice is the casual little frock of featherweight wool or, if she's a Senior, canton crepe. At the left above is a Paris inspired example of just how smart this type frock can be. In navy-blue canton crepe, the cunningly placed diagonal seamings, the fabric bows at neck and wrists and the narrow belt at the normal waistline immediately identify it with the new regime. The unusual skirt with the one-sided flare comes just three inches below the bend of the knee.

Sports wear and everyday frocks are necessarily somewhat restricted in their interpretation of the new silhouette. It is in the little frocks destined for a distinctly social career that the junior will revel. Exquisitely feminine in their princess lines, these frocks actually are much longer. It is quite permissible to wear them as many as four inches below the knee. Paradoxically, sleeves are often omitted altogether when the upper arm is covered by a bertha collar as in this frock for "special" afternoons. Gloves in the new slightly-longer-than-the-wrist length are worn with it. The favored fabrics are canton or flat crepe in clear bright shades.

Of course, no high school wardrobe is equipped to cope with the strenuous life of an upper classman unless it boasts one really superlative evening frock. There are many other attractive designs for chiffons and flat crepes, cotton nets and satins but the lovely dance frock pictured below in "peachy-pink" taffeta has captured the very essence of the youthful new silhouette. Long, (and this time we mean long) petal-like panels of delicate pink taffeta reach the heels in back and almost to the ankles in front. A narrow belt defines the natural waistline, and a rever decolletage adds a touch of the unusual to the molded bodice. Matching "peachy-pink" and silver sandals complete an entirely satisfying ensemble and a very effective one.

(c) Butterick Pattern No. 2967, 3¼ yards, 39-inch fabric, size 16.

(d) Butterick Pattern No. 2998, 5¾ yards, 39-inch fabric, size 16.

A High School Sewing Problem

By Edith S. Ranney

Associate Professor of Home Economics, University of Arizona

ONE of the most practical and satisfying problems that can be offered in high school clothing work is the type of slip that may be blocked directly on material, or, on paper if one desires a pattern. While pattern drafting is not advocated generally for secondary schools, the practicability of this block is obvious to the High School girls as well as to adults. The slip is cut to individual measurements, affording an opportunity for practice in taking simple measures and it helps the student to visualize these on a flat surface. It offers a diversity of ideas in individualistic finishes; it hangs perfectly because it is cut on straight lines and therefore retains its shape when laundered. The short length of time required in the making is another attractive feature, because any possibility of boredom on the part of the student is eliminated. This problem is particularly suited to the unit plan of work, for the central thought throughout is to make the student conscious of the relation of the construction lines of the slip to the lines of the human figure. Last but not least, its simplicity makes possible the highest standards of workmanship and helps to develop ideals in relation to underclothing.

The directions for blocking this slip are as follows:

Measurements:

Bust—taken easy

Hip—taken easy around fullest part of hips 7″ below waist.

Length of underarm—fold tape at 10″ mark over a pencil or ruler, place under the arm measure down to point where pleat should begin then subtract 10″ from this for length of underarm.

Length of slip—length of slip, add 1″ for hem at top and desired hem allowance at bottom.

Width at bottom—7″ hip measurement plus desired amount for pleat.

Amount of Material:

a—If made lengthwise — twice the length of slip after hem allowance at top and bottom has been added.

b—If made crosswise—about 1½ yards for the average figure.

Preparation of Material:

a—Straighten ends by a thread

b—Fold through center lengthwise.

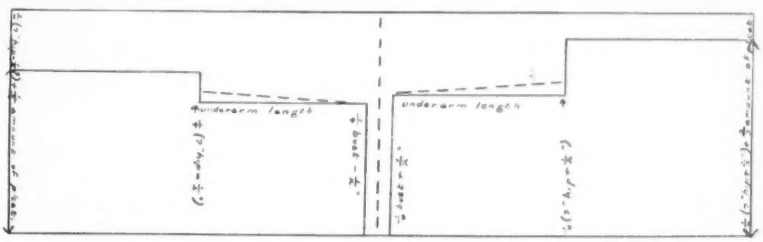
c—Place a row of pins at center crosswise.

Diagram of Block:

Front:

Leave a space of 1″ on each side of row of pins which separates front and back length: mark with tracing wheel or pins. On front at top measure from center front ¼ *bust measure plus ½″* (This extra inch makes the front wider than the back, thus throwing the underarm seam directly under the arm). Measure to the right and at right angles to this point, *the underarm length*. At the bottom center front, measure ¼ *of the 7″ hip measure, plus ½″, plus 2/3 of amount allowed for the pleat;* for example, if amount for pleat is 9″— then 6″ will be added to front—the remaining 3″ to the back, at right angles to, and at the left of this point, draw a line, and connect this with the lower end of underarm measurement.

Note: If the 7″ hip is 3″-4″ larger than the bust, the underarm seam may be slanted. See dotted ine at underarm



Center Back *Fold* *Center Front*

front and back on diagram. *Back*: Block in exactly the same manner except that instead of adding 1″ to ¼ the bust measure, ½″ is subtracted, and ½″ subtracted from ¼ of 7″ hip measure, then, 1/3 of amount desired for pleat is added on back.

Checking Measurements:

Add (¼ bust plus ½″ on front) and (¼-bust less ½″ on back). This total should equal bust measure. Add (¼-7″ hip plus ½″ on front) and (¼-7″ hip less ½″ on back). This total should equal 7″ hip measure. Check bottom measures of slip in same way. This total should equal the 7″ hip measure plus amount allowed for pleat.

Cutting:

Allow 1″ for side seams.

Basting: Baste two wrong sides together taking up all of seam allowance.

Fitting: Try on and make any necessary corrections.

Seams; French seams.

After first stitching, trim and press, pin seams. Put pins in at right angles to seam.

Finishes: Hems at top and bottom.

Make first turn of ¼″, press and stitch to itself about 1/16″ from folded edge. Pin second turn, press and finish by hand. Featherstitching, with button hole twist in same coloring for silk material, or with a hard twisted crochet cotton for cotton material, makes a very attractive finish.

Pleat:

Top of pleat may be stitched across on right side, then folded back to wrong side front and stitched twice across top to hold it in place.

Shoulder Straps:

Lingerie ribbon or tape about ¾″ wide may be used, or, straps may be made of the material. These should be cut on the straight, lengthwise of the goods.

Placing: Shoulder straps should be so placed that they do not slip off the shoulders. They should be closer together in the back than in the front. 1″ difference is the average. They should be of such length that the slip forms a straight line around the body about 1″ below the arm pit.

Sewing on: Shoulder straps should be sewed on at the lower edge of hem, around the sides and across the top with inconspicious stitches.

Variations of the Block:

1. For a figure with a full bust, a dart may be allowed at underarm on front. The amount allowed for the dart is added to the underarm length of front only. This entire amount must be taken up in the dart before the underarm seam is made.
2. If one desires a shaped top on the slip, thus, allow more than 1″ at front and back, and finish with a filled facing or hemstitching. The points should be the same distance apart on front and back as the shoulder straps.

(*Continued on page* 30)

The Use of Children's Daily Schedules

By Ruth Strang

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IT is impossible for a home economics teacher with her usual heavy teaching schedule to make many visits to the homes of her pupils, but it is possible for her quickly to get an insight into the daily activities and problems of pupils from schedules which they keep for a school day and a week-end. From these schedules the teacher may find the answer to such questions as: What kind of breakfasts, lunches, and dinners do the children eat? How can their usual menus be improved by simple modifications of the meals to which they are already accustomed? What homemaking activities do they engage in and how may the school help them perform these home duties better? With such an intimate knowledge of the pupils' activities and needs, the home economics teacher can aim her instruction at definite problems of the particular children in her classes.

An illustration of the findings obtained from 900 schedules of the children in grades III to VIII, in the New York City schools* will make clear some of the teaching possibilities of this kind of information. Not all of these schedules, however, included details of the food eaten. Some of these schedules were written as a home work assignment for the home economics class; others, were written during a composition period in the classroom.

The main points to be considered in obtaining the schedules are: (1) that the children write what they *really do* during the day—not what they think the teacher would like them to do, and (2) that they write their daily activities in sufficient detail—the food they eat, the games they play, the books they read, etc. One typical schedule will illustrate the kind of material handed in by the majority of children:

Grade 8B2—Saturday, May, 1929

6:30	Arose from bed
6:50	Got dressed and went to the store
7:00	Ate Breakfast—Bacon and eggs 1 roll 1 cup of coffee
7:10	Washed the floors, cleaned rugs, dusted furniture, oiled furniture, etc.
8:00	Went to more stores
8:05	Cleaned all the windows
9:00	Gave the beds a cleaning
9:30	Took a bath
10:00	Called my sister to get out of bed and get ready for work.
10:10	Pressed some clothes
10:30	I put them in the draw
11:00	Went shopping with my mother
1:00	Ate lunch—Round steak with green peas Mashed potatoes with gravy
1:30	Played the radio
2:00	Was studying my lessons
4:30	Had my dinner—Chicken soup with chicken and mashed potatoes 2 slices of bread 1 cup of coffee

The majority of this group were children of foreign parents engaged in manual labor and various trades—tailor, furrier, milliner, baker, salesman or proprietor of stores in the neighborhood. The number engaged in professions was negligible.

BREAKFAST

The number of children having fruit, cereal, toast and milk (the breakfast most frequently advocated by home economics teachers) was 32. An egg added to this breakfast is still more desirable. The rest of the children deviated from this standard breakfast in two ways—by omitting some important food or by including undesirable foods. *Table I* shows the breakfasts most frequently chosen. The points which need to be emphasized are:

I. *Cereal and milk or bread and milk*—the breakfast chosen by so many of these children is an adequate one provided the cereal and bread are frequently made of whole wheat grains, some crisp hard toast or rolls are included, and fruit and vegetables are supplied in other meals during the day.

II. *Cereal and coffee or bread and coffee*—another breakfast chosen by many of these children, could easily be made more healthful by substituting milk for the coffee.

III. The breakfast of *fruit, cereal, coffee* and *eggs*, can also be improved by substituting milk for coffee.

IV. Breakfasts of *milk and cake; eggs, toast, coffee, cake;* and *milk, cake* and *coffee* should be modified both by additions of the more wholesome cereals and fruit, and the elimination of the coffee and sweet rich foods.

TABLE I

Foods Chosen for Breakfast

Foods	Frequency
Bread or cereal and milk	33
Rolls, buns or toast and coffee	31
Bread or toast and cocoa	15
Bread, rolls or buns and milk	16
Cereal, muffins, cocoa	2
Bread, milk and cake	3
Fruit, cereal or toast or both, coffee	10
Eggs, bread, milk or cocoa	25
Eggs, rolls, coffee	6
Eggs, cereal, milk, bread	10
Fruit, toast, eggs, bacon, milk	6
Fruit, eggs, milk	6
Pancakes, toast, milk	6
Milk	7
Eggs, toast	6
Fruit, milk	8
Fruit, milk, cake	4
Cake, milk	9
Fruit, milk, bacon	4
Bread and tea	4
Coffee and cake	7

The menus which are commonly eaten by children in the group furnish an excellent and interesting approach to a breakfast lesson. A discussion of the good and bad features of the breakfasts actually eaten by children in the class increases the chances that the breakfast lessons will really function in the daily lives of the children.

LUNCH OR SUPPER

The luncheons were divided into two types—the lunch brought to school and the mid-day meal at home. In the first group, 24 had sandwiches alone; 25, sandwiches and fruit; 20, supplemented their sandwiches with milk; 7, with soup and milk; 13, with fruit and milk; 4, with pie, pudding and cocoa. The lunch eaten at home usually consisted of meat, potatoes and vegetables, sometimes with a dessert and milk added. Table II shows the combinations frequently found.

TABLE II

Foods Chosen for Luncheon

Foods	Frequency
Sandwiches	24
Sandwiches and fruit	25
Sandwiches and milk	20
Sandwiches, fruit, and milk	13
Sandwiches, soup, and milk	7
Sandwiches, pudding, pie, cocoa	4
Meat and potatoes	4
Meat, potatoes, other vegetables	9
Meat, potatoes, 1 vegetable, dessert	3
Meat, potatoes, milk, dessert	10
Meat, potatoes, vegetables, milk	3
Meat, potatoes, spaghetti, sandwiches	3
Meat, cooked vegetable, raw vegetable, milk, fruit, coffee, cake	5
Soup, egg, crackers	5
Soup, fish, chicken	3
Salad, bread and butter	6
Crackers or bread, and milk	3

Having these actual menus before her, the teacher can profitably discuss with her class the choice of a lunch or supper emphasizing the following points:

1. If the lunch consists of sandwiches alone, the choice of filling is very important. Cheese, egg, peanut but-

* Grateful acknowledgement is made to Miss Lucile Owen of the home economics supervisory staff, Miss Grace Tainter and other teachers of home economics in the New York City schools and the grade teachers who cooperated with them.

ter, and lettuce are especially good. The lunch sandwiches can be greatly improved by adding a tomato, apple or other fruit.

2. Sandwiches supplemented by both fruit and milk make an excellent meal. In cold weather, vegetable or milk soup, or cocoa may well be added to the sandwiches.
3. The hot meal at home consisting of meat, potatoes, another vegetable and a simple milk pudding or fruit dessert is a good choice for the main meal of the day. Two desserts should be avoided.
4. The very simple meals of bread or cereal, and milk; thick vegetable soup and bread; lettuce, baked potato, and milk are quite suitable and healthful provided other of the needed food elements are supplied in the other meals.
5. Freakish combinations such as peppers, potatoes and banana; corned beef, frankfurters, milk; ice cream and pretzels were rarely found.

A DINNER

The dinner menus ranged from simple meals of vegetables alone; meat and potatoes; vegetables and milk; and bread and meat, to a miscellaneous mixture of soup, meat, fish, eggs, potatoes, cabbage salad, olives, and fruit. The dinner most frequently reported is the typical meal of meat, potatoes, another vegetable and dessert. Table III gives the dinners most often mentioned.

TABLE III

Foods Chosen for Dinner

Foods	Frequency
Meat, potatoes	19
Meat, bread	4
Meat, potatoes, milk	13
Meat, potatoes another vegetable	23
Meat, potatoes, another vegetable dessert	31
Meat, potatoes, another vegetable, milk	9
Meat, potatoes, pudding	4
Meat, potatoes, salad or fruit	16
Meat, potatoes, bread, milk, fruit	11
Meat, vegetable, roll, egg	3
Meat, salad, milk	3
Fish, potatoes, bread	3
Meat, soup	6
Soup, vegetables	6
Soup, meat, fruit	6
Soup, potatoes, salad	5
Soup, meat, salad, fruit	6
Soup, meat, salad, milk	7
Soup, meat, vegetables, pudding or cake	15
Soup, meat, potatoes	6
Vegetables	3
Vegetables, milk	8
Vegetables, dessert	3
Vegetables, milk, cake	6

Many of these dinner menus may be approved as they are and the following points emphasized:

1. The menus consisting of meat and potatoes or meat and bread only should be supplemented by vegetables or fruit. This has been done in many cases as can be seen in Table III.
2. The simple meals of vegetables, vegetables and milk, vegetables and dessert, soup and vegetables may be quite satisfactory dietetically, e.g.—

   Baked potatoes, carrots and peas, a stalk of celery and a baked custard is an excellent meal. A great variety of foods in a single meal is wasteful in time and energy needed in preparing it, and is dietetically unnecessary.
3. If meat or fish is served for dinner, luncheon or supper should consist of vegetables and milk, or vegetables, egg and milk with apple sauce or other fruit if desired.
4. Some raw vegetables or fruit should be included in each day's menus. Many of the day's meals are lacking in this dietary essential.
5. Very few boys and girls chose such unusual mixtures as the following which were mentioned only once:

   Frankfurters, milk, and chocolate eclair
   Cereal, meat, coffee
   Spaghetti, pie, soda water.

In addition to the information about the food eaten, the schedules also furnished facts about the children's activities. Washing dishes was the home duty most frequently performed by these children. Going to the store was another occupation common to many of these children. Dusting, sweeping, and taking care of small children were frequently mentioned. The home economics teacher had a peculiar opportunity to help the children to improve their performance of all of these home duties in which they engage.

To summarize: The study of these schedules shows some of the common dietary problems and some of the excellent meals which are found among this group of children. Schedules from a particular class furnish the teacher with a practical basis for discussing individual needs, pointing out satisfactory meals chosen by some members of the group and giving scientific reasons for desirable and undesirable menus found among other members of the class.

They also give an opportunity for developing among students the desire to work out suitable menus for the school lunch and for home use by selecting those foods that will promote general good health. Home activities may be increased as a result.

The Grains

By Winifred Stuart Gibbs

The grains were murmuring sleepily,
Snug in their sheath-like coats;
Barley and rice and golden corn,
Rye and sturdy oats;
"Our job is to feed the children,
Let's grow with all our might,
Let's give them the best of porridge,
At morning or at night!
We'll build their bones so firmly,
We'll keep them plump and warm,
Or ever they romp in sunshine,
Or ever they breast the storm;
We work with our brother foodstuffs,
Vegetables, fruits and meat,
To form a balanced diet
For the children dear to eat.
All these with butter golden,
And milk so creamy white,
Help us to feed the children,
From morning until night."

A Cosmopolitan Fruit--the Peach

By Blanche Theodore
American Housewife's Bureau

HOW stirring they were the days of '49 with their feverish rush for the most precious of all metals; their tiny cities which sprang mushroom-like into existence, and in many instances as quickly vanished again; their spirit of gambling, bravery, braggadocio! And how pitiful, too, when one considers the many who hastened westward only to return empty handed, their usual occupations gone, what money they had whirling from them in the crazy vortex of unreasoning speculation. Little did this migratory army of occupation dream that the real gold of California was not to be mined underground, but was to be gathered above ground, in the marvelous sunshine, and was to be good to eat, rather than good for commodity purchases.

Long before the gold rush of forty-nine, the California Padres had planted in their small but adequate gardens the nucleus of the golden fruits which are California's wealth today—the peaches, pears, grapes and apricots that grew so abundantly then and that today far exceed the most extravagant dreams of their planters.

Peaches are grown and canned in Georgia, Michigan, New York and a few other states, but in no state is the canned peach crop worth anything like what it is in California, where in 1925 it was valued at thirty-seven millions of dollars! Georgia comes next to California in "peach" importance, and canned in 1925 140,260 cases against California's 10,228,566. Pears, apricots and plums show almost like discrepancies in volume of output, though of course none of them are of the commercial importance of the peach. While the great fruit crop of California is mostly preserved by the sanitary process of canning, thus allowing these delicious fruits to have a worldwide

"The days of old
The days of gold,
The days of forty nine. . ."

instead of merely a statewide use, some proportion of it is shipped as dehydrated fruits. This is done in other states as well as in California, but California outranks all the others in the production of peaches, pears, plums and apricots, with peaches leading by a considerable margin.

Peaches of Oriental Origin

The peach is believed to have been a native of China, where it has been cultivated since prehistoric times. About 100 A.D. it was introduced by way of Persia to the Greeks and Romans, who called it the Persian apple, and who, from all accounts, liked it mightily. Its skin had the same velvet, downy texture that it has today, and if one can judge from old time chronicles, it was even then a "peach" of a fruit.

Botanically the peach is closely related to the plum, and is a small, freely branching tree of the rose family. It has long, lance shaped, drooping leaves, and handsome pink flowers which would lure you to pick them, unless you realized that they would soon metamorphose themselves into peaches. These flowers usually appear in advance of the leaves in the early spring. The fruit grows close to the branches on tiny stems, and, fully ripe, is one of the most delicious of fruits.

Some three hundred varieties of the peach are grown in North America. For convenience these are grouped into two classes, freestones and clingstones. According to botanical authority, the various peach varieties may be separated into five races, the Peen-to, the North and South China, the Spanish and the Persian.

Harvesting Time in California

California is a happy state during the harvesting of its fruit and vegetables. It is said that "something is ripe in California all the time" so that the field or cannery worker, if he is industrious, may go from product to product, and keep employed most of the time. Since the peach crop is so enomrous, there is great activity when this universally favorite fruit ripens, and an army of people is employed. That part of the crop which has to be shipped fresh must be picked before the peach ripens, except perhaps for the local markets. All that is left (and it is the major part of the enormous crop) is the peach which is to be used for canning and dehydrating purposes, and the former, of course, is by far the most important. It is the peach for canning which has to be handled with the most meticulous care. It must be as nearly perfect as it is possible to get, it must be at a prime stage of ripeness, when the nine percent of fruit sugar in every self respecting peach is present, and the fruit must be packed the day it is picked.

Of course, if all the peaches which are shipped from California in sanitary tin cans ripened on the same day, or even in the same week, there would probably not be enough labor to handle the crop and get them into the cans at the moment

A California peach orchid where the canned peaches you and I eat have their beginning.

of their finest maturity. But the different varieties ripen at different times, and the season extends from July through September.

The Varieties

The Tuscan or "Tuskena" is a large clingstone variety, which ripens during the latter part of July and the first week of August. Its flesh is pinkish colored near the pit, and is not quite as large and firm as the Phillips Cling, which ripens late in August and early in September and is a fine, beautiful peach. It is the most important canning peach in California.

The Orange Cling, the third variety of clings used for canning, has a very attractive pink blush on its skin, and it ripens between the season of the Tuscans and the Phillips, but it is not as important as either of the former for canning.

The Walton Cling, another variety used for canning resembles the Phillips Cling in quality and appearance, and is grown in the Sacramento Valley. Other clingstone varieties which have proved popular for canning are the Haus, Peaks, Sims, and Peloras.

When it comes to the freestone peaches used for canning in California, the most important is the Muir, which ripens in late July and early August. It is yellow in color, very firm and rather large.

The Lovell freestone ripens about a month later than the Muir, is firmer than the latter, and is therefore considered a more desirable canning peach. It is of a lighter yellow color than the Muir.

The Elberta peach is used in California mostly for table service, since it is not considered firm enough to stand the sterilization necessary for the proper preparation of the canned peach. Only a small quantity of it is canned commercially.

What the Canning Peach Should Be

The canning peach must be of large size, yellow color, close, tender flesh, and should be able to retain its form, size, flavor and color during the exacting process of sterilization in the can. The fruit must ripen evenly, that is, it should not be softer at the pit than it is at the surface.

Great care must be taken so as not to bruise the peach, since a bruised fruit will deteriorate, and there must be no deterioration in the peach to be canned. Peach picking is a wonderful sight. On stepladders with buckets the pickers ascend between the branches of ripe, luscious fruit, selecting with infinite care the most perfect specimens. From the pails they are transferred to lug boxes, which are never filled to capacity. The ends are protected by cleats, so that when the boxes are put onto the truck to be hauled to the cannery, they may be stacked without bruising the fruit. Many times the fruit is left to cool during part of the night before shipment, so that it may be shipped without unnecessary spoilage. Many times it is necessary to make several pickings of the same crop, in order that each peach may be picked at its prime stage of maturity.

The Peach Enters the Cannery

The peach enters the cannery, then, in as perfect a condition as possible. Another interesting procedure which has for its basis the delivery of always perfect fruit, is the "door test." This means that a large sample of the individual shipments of fruit is most meticulously sorted to ascertain the relative amounts of the different grades present. The grower is paid accordingly for these grades. In most canneries the grades are A and B, and in some canneries there is even a C grade. B grade fruit is sold for a much lower price than A grade, sometimes fifty percent lower. Thus, if it is possible to deliver it, the canneries are assured of a maximum quantity of high grade fruit.

The first canning operation after the fruit has been sorted for quality is halving and pitting. This is done by women at long cutting tables, who take the fruit from the moving belt which delivers it. A second belt beneath the cutting tables carries away the pits. In front of the cutter are three containers. In one of these is placed the firm, ripe fruit, in another the less ripe fruit, in another the still riper fruit which is used as pie fruit.

Cutting and pitting the peach is one of the most expensive operations in its canning, as most of the work must be done by hand. In this operation the quality or grade test is again employed, so that peaches of a uniform quality are put into the same grade. Machines for pitting and halving the peaches are used in some canneries, but these devices are not in general use.

The next operation is peeling the peaches, which in some canneries is still done by hand or by steam. Following this the peach gets a thorough bath, either under fine sprays or under running water. In some canneries the peeled and halved peach is put through a blancher for two or three minutes, which prevents the browning of the fruit.

The blanched fruit then passes on a broad woven or wire belt again before sorters who remove any fruit which is not up to standard, either as to quality, poor peeling, broken or in any way less than in perfect condition. The prime fruit then passes to the graders. Fancy grade claims the largest and most perfect fruit, while the other grades are Choice, Standard, Second or Pie grades. Some of the largest fruit is sliced by the slicing machine before being put into the cans.

From the cutting machines the peaches are carried by belts in front of inspectors who divert the fruit by means of a small gate-like contrivance to the destination at which that particular grade is to be

(Continued on page 30)

Peaches being taken to the cannery. Care is taken not to "pile up" the boxes so the fruit will be bruised.

A busy day in the packing shed where peaches are sorted before being received in the cannery.

Of Interest to Home Economics Teachers

THE STANDARD OF LIVING AT THE PROFESSIONAL LEVEL, 1816-17 AND 1926-27

IN 1816-17 there lived in the city of Washington, D. C., a gentleman named Mr. Jackson who was employed in one of the government departments, and who, fortunately for us, kept a very careful and detailed account of his household expenditures. I say fortunately for us, because these accounts form the basis of the very interesting article written by Chase Going Woodhouse in the *Journal of Political Economy* for October, 1929. We are told that Mr. Jackson's original account book is now in the possession of Dr. Langworthy, of the Bureau of Home Economics and from whom Mr. Woodhouse was able to get the necessary data. The expenditures of this family are compared with those of a very similar family living in the same city in 1926-27—similar from the standpoint of professional and social position, size and wealth. The comparison of the actual amounts spent by the two families for food, clothing, shelter, health, etc., offers some excellent sidelights on the living conditions of the two periods, and are sure to be interesting to any student of economics.

The *Journal of Political Economy* is published by the University of Chicago, and copies may, I believe, be had for 75 cents each.

A NEW KIND OF NURSERY SCHOOL

THE Kansas State Home Economics News Letter for October gives an interesting account of a nursery school experiment that is being conducted by the Kansas Bureau of Child Research with the cooperation of the Department of Home Economics and the Lawrence, Kansas, Board of Education, in one of the public schools of Lawrence.

The School Board permits the use of the kindergarten room and of the necessary school equipment; the Bureau of Child Research provides the paid personnel and meets all expenses; the Home Economics Department provides student assistants and graduate students for specific studies, and the local Parent-Teacher Association sees that applicants are secured for enrollment.

The initial enrollment was limited to sixteen children between the ages of 2 and 5, and included eight boys and eight girls of varied ages. This particular school is conducted more along the lines of a play school than a nursery school, and is unique in that it ties up the efforts of the various organizations to a common interest. The children are chosen from a small radius which makes possible a close tie-up between the school and the neighborhood. The mother who enters the school building twice a day is likely to be a more understanding patron when her child enters regular school life.

It is believed that utilizing school equipment makes more rapid extension of pre-school work possible, and meets the objection that the nursery school is a new and separate institution.

It affords an opportunity to iron out the adjustment of the nursery school child to the kindergarten, and it is hoped that the play school will eventually provide opportunity for giving high school and college students observation work and training in child care.

Such a cooperative experiment is interesting and it would seem to merit the attention of other communities who wish to stimulate the growth of pre-school education.

MEETINGS

THE third National Conference of Supervisors and Teachers of Home Economics will be held Monday and Tuesday, February 24 and 25 in conjunction with the Department of Superintendence of the National Education Association which convenes in Atlantic City, New Jersey, February 23.

The Chelsea Hotel is the headquarters for this conference, the meetings of which will be held in the Lake Como Room of that hotel.

Monday afternoon will be devoted to Research. The conference has been most fortunate in securing Dr. Elizabeth L. Woods, Director of the Department of Educational Research of Los Angeles, California, to discuss "Research and Service in Nursery Schools;" Dr. L. Thomas Hopkins, formerly professor of education of the University of Colorado, and who is now at the Lincoln School, Teachers College, Columbia University, will discuss "The Function of Research in Curriculum Reorganization." Dr. Annie R. Dyer will report researches in present practices and Emeline S. Whitcomb, Specialist in home economics, Office of Education, Department of the Interior, Washington, D. C., will report researches concerning Criteria for Building Home Economics Curricula.

The Banquet Monday evening in Westminster Hall of the Hotel Chelsea will be addressed by Dean William F. Russell of Teachers College, Columbia University.

Tuesday afternoon the theme is "The Role of the School in the Health Education of the Child." The main speaker is Dr. H. E. Barnard, Director of the White House Conference on Child Health and Protection. The subject will be discussed by Superintendent of Schools Carleton Washburne of Winnetka, Illinois, classroom teachers including Miss More of the Lucy Flower High School, Chicago, Illinois, Miss Daly of Paterson, New Jersey, Miss Bullard, Buffalo, New York, Miss Fish, of the William Penn High School, Philadelphia, Pennsylvania, Miss Keene of Detroit, Michigan, and by a State Director of Child Welfare, Dr. Ruth Andrus of Albany, New York.

Monday afternoon the program will be presided over by Helen Goodspeed, special assistant to the Director of Home Making of Philadelphia, Pennsylvania, and Tuesday afternoon Alice R. Wallin, head of the Department of Child Care, Highland Park High School, Highland Park, Michigan.

On Wednesday afternoon there will be an opportunity for round table discussions for supervisors and classroom teachers. The organization of these round tables is under the direction of Sadie Swenson, Springfield, Massachusetts.

ASK YOURSELF*

DOES my laboratory have a homelike atmosphere? Is it always neat and clean?

Would rearrangement of furniture, or the addition of a bowl of flowers improve the appearance?

Have those charts stayed on the wall long enough?

Are the girls' standards of health, housekeeping, and personal appearance improving?

Am I resourceful? Are my students?

Do I "practice what I preach?"

Do I utilize my time to the best advantage?

Do I have my reports in on time?

Is my voice well modulated and pleasing?

Am I exploiting the girls by serving banquets and making costumes for every organization in school?

Are the girls leaving my classroom with valuable and useful information?

Am I sympathetic and responsive?

Am I keeping up to date?

* From California Home Economics News Letter.

SCIENTIFIC BREWING

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LIKE every one else, you have your favorite method of making coffee. You may have developed it yourself. Perhaps it's an heirloom, like some of your other recipes. Perhaps the resulting brew seems as rich and fragrant and flavorful as coffee can possibly be.

At any rate, here's a worth-while opportunity to check your own cup of coffee against scientific standards established by three years of exhaustive research at the Massachusetts Institute of Technology. The late Miss Helen Louise Johnson, widely known home economics expert, has condensed the findings of this unique investigation into an interesting 38-page booklet, "Scientific Coffee Brewing."

This booklet reduces coffee-making to an accurate scientific formula for the first time. It shows you the "reason why" for everything. It discusses the chemistry of coffee, its bodily effects, how to buy it and how to brew it. Regardless of the recipe you're using, you are certain to find here a suggestion that will improve it. Just mail the coupon below for a free copy. There is no obligation whatever.

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One of the 269 prizes may be yours . . . Attractive dresses of all types can be made of the Borden Fabrics Contest materials for as little as $1.50 . . . anyone may enter and and no profesional skill is necessary.

Borden Fabrics Contest materials are made by the largest manufacturers of figured cotton dress materials in the world, established 1834.

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Gentlemen: Please send me FREE of charge 30 samples and information on the 1930 contest.

Name _____

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Dry Goods Store _____

Methods of Teaching Textiles

(*Continued from page* 17)

1. What is the natural color of cotton?
2. What is the objection to this color?
3. How can the color be changed?
4. For what is cotton used?
5. Can cotton cloth be washed?
6. How can it be made to look like new?
7. Is it soft?
8. Can it be made stiff or hard?
9. Does it burn?
10. Where does cotton come from?

The answers are summarized on the blackboard and supplemented by drill questions pertaining to the applications of the subject matter. This method. under the guidance of the questions of the teacher, encourages the student and develops the information from observation and reasoning.

Instructors should apportion the time allowed so that each subdivision of the subject may receive due consideration. This may be done in the Plan and Progress Book which each teacher should keep in his desk so that it may be consulted by substitutes or supervisors.

The work for each day should be carefully arranged according to the following plan:

Purpose of the Lesson

1. *Preparatory Period*
   Use various means to arouse interest, so that students will see that the lesson is worthwhile. Recall the student's previous experience relating to the purpose of the lesson.
2. *Presentation*
   After the student's mind has been aroused, and he has previous experience or education before him, present the principles of the lesson in concrete form. The instruction should be based upon objective teaching—samples of cloth, samples of raw materials, demonstration. Use illustrative materials.
3. *Inspection or Test Period*
   This step should consist of questions arranged in progressive order to provoke thinking power. Then the answers to the questions may be summarized, followed by drill questions or problems to test the student's knowledge of the subject.

Since the subject of textiles is of much importance and should be part of every child's education before he leaves school, it should be part of the course of study of elementary, secondary and college schools. In order to do teaching of the subject efficiently and at the same time not necessarily repeat the grade of subject matter it really means teaching by the spiral as well as the unit system of arrangement.

When one speaks of the unit system of arrangement, he means that each topic or division of the subject should be taught carefully and completely once for all before considering the topic in sequence. To illustrate: all parts of the subject of carding would be taught before considering the topic of spinning. Spinning should be taught before weaving, etc. With the spiral system of arrangement the simple principles or motions of carding, spinning and weaving should be taught together, and this followed by a more comprehensive consideration of carding, spinning and weaving. After this, the advanced stages of these same subjects may be considered. Hence the subject matter of clothing or textiles is better presented according to the spiral rather than the unit system of arrangement.

Some courses in textiles are given a regular period 2, 3, or 5 times a week for a year. Such instruction may be well organized with home lessons, drills and outside assignments. Of course, such a form of instruction has lasting value. On the other hand, in some schools, elementary and high, textiles must be taught as related instruction to the sewing or needle work. Textiles are taught in connection with each project, and pertain to the related textile knowledge underlying the project. Such instruction is spoken of as unorganized and while it carries the student's interest from the project to the related textile knowledge no drill work is provided, hence instruction is not lasting nor is mental power on textiles developed.

Objective teaching or teaching through the use of samples is absolutely necessary in the case of the teaching of textiles. One may read and hear a discussion or lecture on fabrics in the abstract indefinitely without being able to distinguish samples of textiles. Hence every phase or fabric should be discussed only in terms of the fabric that the student is examining and the sample should be pasted in the notebook, followed by a description in the language of the student, based upon his examination of the fabric, under the guidance (questioning supplemented by information) on part of the teacher.

In closing, the writer wishes to say that the subject of textiles is capable of varying degrees of educational values, depending upon the methods of teaching and the content of information. It may give simply "fact" information in the unorganized course, while it is capable of giving large mental power if presented as a prepared subject, bringing out the related principles of the sciences of psychology, economics and art.

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THE teacher of home economics recognizes the problem of combining health and taste-appeal. Many of these experts today are emphasizing recipes that contain Kellogg's ALL-BRAN.

Added to griddle cakes, muffins and waffles, Kellogg's ALL-BRAN is an extra touch of flavor. Because it is the roughage the system requires, it will promote proper elimination. Besides, Kellogg's ALL-BRAN contains abundant iron, the blood builder and health essential. Eaten with milk or fruit, it is the source of valuable vitamins for the system.

For example, the following recipe for ALL-BRAN Waffles is a delightful experience, without the attendant dangers of ordinary hot-breads.

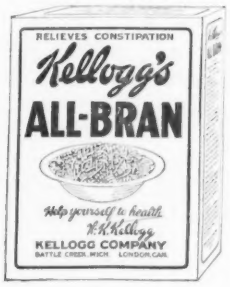
ALL-BRAN *Waffles*

1½ cups flour	¾ cup Kellogg's ALL-BRAN
1 teaspoon salt	2 eggs
½ tablespoon sugar	1½ cups milk
4 teaspoons baking powder	4 tablespoons melted shortening

Sift the flour, salt, sugar and baking powder together; add the ALL-BRAN, the well-beaten eggs, milk and melted shortening. Beat well. Bake in hot waffle iron.

Send for other ALL-BRAN recipes.

Kellogg's ALL-BRAN



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Gentlemen:
Please send me ALL-BRAN recipes.

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VITAMINS IN FOOD MATERIALS

FOR ten years Miss Sybil L. Smith has been reviewing the scientific literature on vitamin research published in this and other countries. The results are given in circular No. 84 by the U. S. Dept. of Agriculture. These include a table giving the occurrence of vitamin A, B and C in 160 foodstuffs, which the bureau believes is the most comprehensive ever compiled. Not only is the vitamin content of the raw fresh food given, but in many cases vitamin values are reported for juice, pulp, green leaves, bleached leaves and other separate parts of the same food. The effect of cooking, canning, dehydration, storage, and other processes on the stability of vitamins is also indicated in some measure by the data presented.

In addition to this information, the circular defines the vitamins thus far known and states the function of each in the diet. The effects of the different vitamins in promoting growth and health, and symptoms of diseases and abnormal conditions resulting from a lack of vitamins in the diet, are strikingly shown in pictures of animals which were fed different diets in the laboratories of the bureau.

For the benefit of those wishing to consult original sources on vitamin occurrence and on research technique, the circular gives 460 references to scientific literature, dating back to the time vitamins were discovered 20 years ago. It is believed that these references, arranged and classified as they are, will serve as a stimulus to research and as a guide for making the laboratory technique of different laboratories more uniform.

Teaching School Girls to Become Homemakers

(*Continued from page* 15)

a course in child care is given in many schools. This includes assisting the school nurse in the bathing and dressing of a small child and keeping length and weight charts of it. Health habits for younger members of the family, table manners, story telling, assisting in kindergarten and caring for small children are usually included in teaching of this nature.

Home Management: In keeping with the general belief that home should be a pleasant place to live in teachers of home economics in our public schools help girls in planning to make their homes more attractive. This requires the teaching of such things as color harmony, design appropriateness, practicability and, most important of all, the question of expense. Here often lies the difficulty of choosing an article for the household that will not only fit the family needs but also the family purse.

The management of the home is also important. To run a home, on a well planned schedule, to spend as little time as possible on routine tasks, to select food properly, to choose the right labor saving devices, to make a proper budgeting of time, money and energy—these are some of the things which children of today are taught to make them better home managers in the future.

A School Project for Improving Nutrition

(*Continued from page* 7)

their actual weight, and number of pounds desirable to gain. There are various milk companies, and other concerns, which will furnish, gratis, attractive weight charts and weight cards.

Of course the carrying out of such a plan would be impossible unless one person, or a committee, were responsible for its planning or supervision. Every public school in the Bellvue-Yorkville area now has the office, Health Supervisor, held by the principal, nurse, or teacher sufficiently interested in health education to accept the appointment. Improvement in health habits and condition and appearance of the pupils will be ample reward for the thought expended on planning and carrying out the program.

Uncle Jake Says—

"The world owes a living only to the man who earns it, hence a lot of people are getting head over heels in debt."

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JUNIOR
HOME ECONOMICS SPECIALIST
(FOODS AND NUTRITION)

Applications must be on file with the Civil Service Commission at Washington, D. C., not later than February 4. Full information may be obtained from the United States Civil Service Commission at Washington, D. C., or from the Secretary of the United States Civil Service Board of Examiners at the post office or custom-house in any city.

The examination is to fill vacancies in the Bureau of Home Economics, Department of Agriculture, for duty in Washington, D. C., or in the field.

The entrance salaries range from $2,000 to $2,500 a year. Higher-salaried positions are filled through promotion.

The duties are, under the immediate supervision of the specialist in charge, to carry out the laboratory work necessary in studying preparation, preservation and use of foods in the household.

Competitors will be rated on practical questions relative to the duties of the position and on a thesis to be handed to the examiner on the day of the examination.

NATIONAL SEWING WEEK

APRIL 7th to 12th has been announced as the time set aside for National Sewing Week. This project, developed and sponsored by the National Costume Art Association, is designed to awaken public opinion in every community to the following facts:

(1) Sewing is a creative art and a skill essential to homemaking and, like the other arts, is frequently a source of enjoyment as well as profit to those who have become skillful in it.

(2) Every girl should be taught to be reasonably skillful in at least the most essential stitches and operations in hand and machine sewing.

(3) This must be done principally by means of practice in the home, at least until sufficient time can be found for more effective teaching of the household arts in our schools and until a large instead of a small percentage of our girls elect to take adequate home economics courses in high school and college.

It is planned to hold sewing contests to determine the local champions among girls of Junior and Senior high school grades throughout the country. From these the state champions and finally the two national champions will be selected. Prizes are to be awarded to the winners in each class, and it is hoped that it will be possible to give the national champions a trip to Paris and London in the summer of 1930.

The contests will be based on the skill shown in the seven fundamental sewing operations—namely, the running stitch, plain hemming, the combination stitch, overcasting, plain machine stitching, machine hemming and tucking. All those interested in enrolling for the contests are asked to write to the National Costume Art Association, 225 West 34th Street, New York City, for full details and the contest blanks.

Parent Teacher groups, women's clubs, home economics classes and clubs, and sewing teachers are all urged to cooperate in making the week a success.

Wonderful news for babies

IT is news that very well may affect every household, and every hospital nursery, in all the civilized world—the discovery that *unsweetened evaporated* milk, such as Carnation Milk, is the ideal milk for bottle-fed babies; that, besides being utterly safe and completely adequate from every nutritional standpoint, it is *easier to digest* than any other known form of cow's milk. * * * After the most thorough clinical tests, many eminent specialists are now using Carnation Milk in preference to the finest bottled milk. They find that its heat-treated casein *never* forms tough, solid curd-lumps like ordinary milk; and that the finely divided or "homogenized" butter-fat is far easier to assimilate than the coarse fat globules of untreated milk. * * * Carnation has all the nutritiousness of pure whole milk. For that is just what it is—wholesome *natural* milk "from Contented Cows." Nothing is added; concentration to double richness takes only water *out*. * * * *All the vitamins* that any milk is depended on to supply are in Carnation Milk. Only the usual supplements are needed, such as orange juice and cod liver oil. * * * How clear it is now that milk so *thoroughly good* that it is accepted by the scientific world for milk's most exacting task—that of baby-feeding—*must* be equally good for daily use in the kitchen and on the table! As a matter of fact, Carnation is such a *superior* milk for cooking that many home economists say that no other kind of milk can impart such fine flavor and texture to foods. * * * Write for the Carnation Cook Book; also the Baby Book. Address Carnation Company, 165 Carnation Building, Oconomowoc, Wisconsin: or 265 Stuart Building, Seattle: or Aylmer, Ontario.

"from Contented Cows"

"From Contented Cows" on the label means unsweetened EVAPORATED MILK of highest quality

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A High School Sewing Problem

(*Continued from page* 19)

3. The slip may be lengthened by adding a fold at top. If material 40″ wide is used, instead of folding it through center lengthwise for cutting, it should be folded wide enough for front plus seam. The strip of material left at side can be used for a band around top. This is made double and may be hemstitched to top, or joined by fagotting. If this band is added, its width is taken from the underarm length.
4. If two slips are made, it is economical to buy three lengths of material for the two slips: If no dart is required in the front the material may be cut in three equal lengths. If darts are desired, then the one length for the two backs will be cut shorter. This one length is cut in half lengthwise. The other length is cut in half crosswise for fronts. This gives one full width and a half of material for each slip or 60″ if the material is 40″ wide which is plenty for the average high school figure. In this method, all of the pleat will probably have to be allowed on the front. This throws the seam of the pleat more toward the back, which is not a serious drawback, because of the saving in cost of the two slips.
5. Sometimes there is a greater difference than 3″ or 4″ between size of bust and hips. In that case, make the bust measurements a little larger so that the underarm seam is not too bias. Then after side seams of slip are finished, stitch a number of tiny tucks 3″ or 4″ long on each side of underarm seam to take up the extra width, then put in hem at top.

As one works with this block, she will find many variations possible in cutting as well as in finishing, but the same general principle will be followed throughout.

A Cosmopolitan Fruit

(*Continued from page* 23)

canned. The fruit is then again carefully inspected by women who fill the cans. Any fruit not up to standard is again rejected and sent to the grade into which it belongs.

The cans are then automatically filled with syrup, by the syruping machines, which receive a heavy or lighter syrup according to the grade. The cans then march on a conveyer into the exhaust box, where they are heated with live steam, from five to eight minutes at a temperature of 190° to 212°. The cans pass from the exhaust box to the sealing machines, which puts the tops on the cans and seals them, mostly at a rate of 25 to 100 cans a minute. For this fruit a double sealing machine is used.

Sterilization Important Process

The next process in the canning of peaches is the sterilization, which is the most important stage in the canning process. It has to be thorough enough to cook the fruit sufficiently, but not so long that it becomes softened. The length of time to sterilize the peach depends on maturity and variety, so the sterilization process is one which must be accurately and finely adjusted.

Immediately after the sterilization process, the fruit must be cooled. If this is not done sufficiently, the cooking process will continue in the cans and the fruit will become softened or discolored. So this must be done carefully. And then, after all this meticulous care, the canned peaches must be stored for several weeks before they start on their journey to your table and mine, since any faulty cans must be detected, and the fruit and syrup must be permitted to equalize each other. The flavor of the fruit also improves during storage.

The last process before shipping is the labelling. The cans pick up their own labels in most ingenious fashion, as the paste is applied to the body of the cans, and the can rolls its label around itself.

Practical Suggestions for Preparing School Luncheons

The makers of Crisco, the pure vegetable shortening and cooking fat, have prepared an interesting and instructive booklet called "A Manual of Cookery," which the Home Economics teacher will find unusually helpful.

The Manual consists of 12 chapters filled with recipes especially suitable for wholesome school luncheons. It explains the fundamental principles of cooking in an easily understandable way which makes it an excellent text book for Cookery classes.

You may have a free copy of the Manual by sending us the coupon below. Additional copies are also available for use as demonstration manuals or collateral text books.

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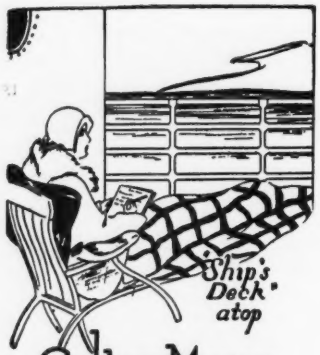

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Cooked Cream Dressing

¼ cup Mazola
3 tablespoons Karo, Red or Blue Label
½ teaspoon dry mustard
1 teaspoon salt
¼ teaspoon cayenne
3 tablespoons Argo or Kingsford's Cornstarch
2 eggs, beaten
1¼ cups top milk
¾ cup very mild vinegar

Combine the Mazola, Karo, the dry ingredients and the eggs in a double boiler top. Gradually stir in the milk, which should be scalded, and cook over hot water, stirring constantly until thick like white sauce; then gradually add the vinegar, heated, and beat with an egg beater until the mixture thickens again. This may be used with any meat, fish, egg or vegetable salad.

Send 10c with this coupon and you will receive a copy of Ida Bailey Allen's wonderful new Cook Book, beautifully bound, 112 pages of unusual recipes. Write Corn Products Refining Company, P. O. Box 171, N. Y. C.

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Send your request direct to the manufacturer, mentioning
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Form E. D. 68—Test Chart—No. 66 Machine Head.

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